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ABSTRACT

This teacher's manual provides teachers with an overview of the various learning packages that comprise the four-volume series of student workbooks entitled "Getting Your Foot in the Door." Dozens of introductory or follow-up activities are also included in this manual, which is designed as a do-it-yourself staff development course. The manual is organized by the seven learning packages divided among the four student workbooks. The learning packages are career planning/self-perception; career planning/values; communication; decision making; search, application, and interview; opening closed doors; and keeping a job. The introduction to each learning package is followed by the specific aims, suggestions for using the exercises in the student workbook, suggested activities, and additional activities. Appendixes include a listing of additional resources, sample lesson plans that emphasize how to infuse career education objectives into the basic curriculum, and a grid with learning package and page references, for activities that would best support objectives in language arts, social studies, science, mathematics, health, and business education. (YLB)

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TEACHER'S MANUAL

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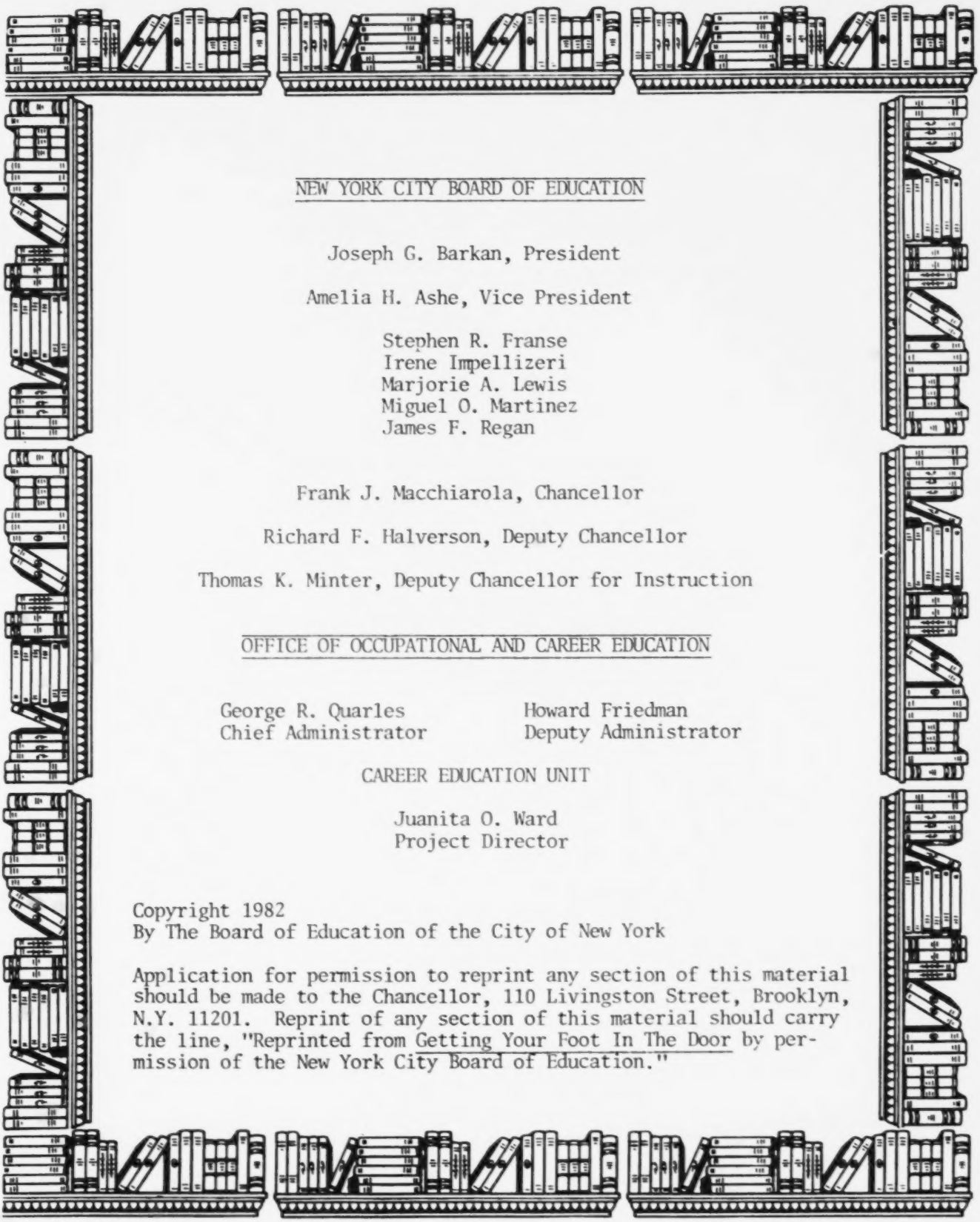

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GETTING YOUR FOOT IN THE DOOR

Teacher's Manual

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Acknowledgements

Out of the need to acquaint teachers with the myriad of opportunities and approaches available to the text, the Teacher's Manual for use with the Student Workbook, "Getting Your Foot in the Door" has been developed.

An experimental version of the Teacher's Manual was first developed under the direction of *Stanley Barondes*. This revised edition was developed by *Marc Kaplan* and the editor *Carol Fineberg*.

Credit is gratefully extended to those educators who contributed and shared their valuable ideas and experiences in teaching students in the New York City high schools.

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INTRODUCTION

The Teacher's Manual to GETTING YOUR FOOT IN THE DOOR has been designed as a do-it-yourself staff development course. It provides teachers with an overview of the various Learning Packages that comprise the four-volume series of student workbooks and dozens of introductory or follow-up activities.

It is written in a conversational tone, from one teacher to another. Each of the suggested activities has been tried in either a Career Education high school classroom or "infused" into a traditional course in high school where the activity and concepts were relevant. After publication of the last edition of GETTING YOUR FOOT IN THE DOOR, many teachers requested more guidance regarding how to infuse the suggested activities into the basic curriculum. The editors of the Manual, therefore, have constructed a grid, with Learning Package and page references, for activities that would best support objectives in language arts, social studies, science, mathematics, health, and business education. In addition, they have provided a few sample lesson plans that emphasize the way Career Education objectives can be infused into the basic curriculum. We hope that you will find the Student Workbooks and accompanying manual useful. We hope, moreover, to conduct several teacher workshops in order to make better contact in the field with you and your students. We

realize that no manual is a substitute for person-to-person communication; the Workshops should make it possible for the best use of both Workbooks and Manual.

At the end of the Manual there are a number of resources--periodicals, films, and books--that you may find useful in planning your work with students. Many are inexpensive or free, and all are available now. We would especially like to call to your attention the following resources which we have found invaluable:

WORKING by Studs Terkel
A collection of vignettes that allow the reader to meet people from every walk of life. The various sections destroy many of the time-honored myths about laborers, professionals, and managers: people who work with their hands, people who work with their heads. It lets us know how all kinds of working people feel about their jobs and themselves.

SCHOOL TELEVISION SERVICE CURRICULUM RESOURCE MANUAL, published by Channel 13, WNET
A guide to the varied programs offered by the school service division of Channel 13. There are a number of programs related to topics covered in the Student Workbooks, including "Ways of the Law," "The Black Contribution," "The Advocates in Brief," "Trade-offs" and "Self, Incorporated."

HOW TO CHOOSE, FIND, GET & KEEP A JOB, published by The Psychological Corporation
A series of ten multi-media units that stimulate students to formulate their own career plans. Many of the units mesh well with the seven learning packages in GETTING YOUR FOOT IN THE DOOR.

IMPLEMENTING CAREER EDUCATION, A Staff Development Instructional Guide Source Book, published by the Office of Occupational and Career Education, New York City Board of Education
This comprehensive volume includes chapters on collaboration with business, race and cultural stereotyping and bi-lingualism and offers background information essential to anyone endeavoring to prepare students for careers.

getting it together MY JOB CAMPAIGN, published by Manufacturers Hanover
This pamphlet, which is available to every student, is a very handy tool for every job hunter. It contains a list of Job Tap Centers in the back.

RESOURCES AND SERVICES CATALOG, published by the Bronx Center for Career and Occupational Services in cooperation with the Office of Occupational and Career Education. A comprehensive annotated list of audiovisual materials arranged by subject area and available on a loan basis. (1021 East 178th Street, Bronx, N.Y. 212-328-1330)

ESSAYS ON CAREER EDUCATION, published by Northwest Regional Educational Laboratory, Portland, Oregon
A collection of essays written by major figures in education, philosophy, economics, business and industry. Edited by Sidney P. Marland, Jr., former Commissioner of Education.

There are a number of practices you may wish to initiate with your students as part of your effort to prepare students for jobs and careers. These include:

- using video tape to record role plays and field experiences
  Combine forces with the A-V staff in your school to record and study student efforts to prepare for job interviews and other related activities.

- sponsoring Career Days featuring guests from various professions, industries and businesses
  Plan this with a school-wide committee that consists of members of each department as well as the Parents Association

- establishing a Career Information Center or Resource Room
  This could be the place where students pick up the latest information on the job market, summer jobs, after-school jobs and training opportunities. The Library, the Guidance Office or the Business Education Office might be appropriate places to establish the Career Information.

Job Growth Since 1976 Is Mostly in Manhattan

By A. O. SULZBERGER Jr.

New York City has added about 135,000 jobs in the private sector since the economic crisis of the 1970's, almost all of them in Manhattan, according to new figures by the Federal Bureau of Labor Statistics.

A borough-by-borough breakdown of the increase shows that Manhattan attracted 134,600 jobs since December 1976, but that the other boroughs combined showed no net gain for the period.

"The other boroughs participated in the decline in the 70's, but they are not participating in the recovery to a significant degree over all," said Samuel M. Ehrenhalt, regional commissioner of the agency, in an interview yesterday.

The figures are consistent with previously released data on the city's economic recovery, but they go into greater detail on how specific businesses have faired in the past few years.

Decline in Manufacturing Jobs

They show, for example, a continued decline in manufacturing and retail trade and a growth in service and tourist-based industries.

They show that between December 1976 and December 1980, the Bronx lost 5,500 jobs and Brooklyn 7,500, while Queens gained 6,200 and Staten Island 7,000. In the case of Staten Island, this represents an increase of 18 percent.

"Two-thirds of the jobs are in Manhattan. Naturally, that's where the growth would be," said Herbert Bienstock, a professor of labor and urban values at Queens College and Mr. Ehrenhalt's predecessor at the Bureau of Labor Statistics. Mr. Bienstock said that a major reason Queens and Staten Island showed small gains was their stability in population.

"The white, middle-class boroughs had that demographic log to cling on to," he said. "The other two were simply swept away."

'All Eggs in One Basket'

As of the end of 1980, there were 2,801,400 jobs in New York City as a whole, a 5.1 percent increase over 1976. This increase is only a fraction of the 620,000 jobs that the city lost between 1969 and 1976, the period of the sharpest job decline in its history.

"The question is, can you really have a balanced city economy if all your eggs are going into one basket," Mr. Ehrenhalt said, referring to the concentration of job growth in Manhattan.

A breakdown of the changes in the major New York businesses point out the problem faced by those trying to revitalize the local borough economies.

Manufacturing jobs, many of them in the outer boroughs, continued to decline even while other businesses in the city started to recover financially. This drop, which was about 10 percent or 47,500 jobs, accounted largely for the poor showing by the boroughs in the over-all figures.

A Gain in Real Estate

Both wholesale and retail trade dropped. The wholesale trade, situated mostly in Manhattan, has been on a long-term decline. In this four-year period, it lost 6,000 jobs, all but one-sixth in Manhattan, falling to 237,200 jobs over all.

Retail lost 17,100 jobs in the four boroughs, compared with only 2,200 jobs lost in Manhattan. Over all, 379,200 people were employed in retail jobs in December 1980, about half in Manhattan.

There was significant growth in the financial, insurance and real-estate areas. These grew by almost 40,000 jobs between 1976 and 1980, almost all of them in Manhattan. There was a loss of 4,600 jobs in these areas in the other boroughs.

Growth in the service industries,, including advertising, management consulting, computer data services and research and development, was up more than 20 percent. Of the 244,000 jobs in this sector citywide, 213,300 are in Manhattan.

Restaurant Jobs Increase

Of the 28,100 jobs in the hotel industry, which grew by 3,400 jobs in the four-year period, 25,300 are in Manhattan.

Of the 47,100 jobs in legal services, 43,200 are in Manhattan. This sector grew by 9,400 jobs, of which 900 were in the four boroughs outside of Manhattan.

The number of restaurant jobs grew in Manhattan by 4,000 and declined in the other boroughs by 1,100. All 5,200 new jobs in amusement and recreation services were in Manhattan. Jobs in the motion-picture industry grew by 5,800 in Manhattan and declined by 300 elsewhere in the city.

"The big growth was in all the sectors that make New York City a national center and an international center," said Mr. Ehrenhalt. "That's what makes us different from any other city in the country."

Changes in the New York City Work Force

Numbers of workers in the private sector; figures are rounded.

	Dec. 1976	Dec. 1980	Net change	Percent change
Bronx	166,400	160,900	- 5,500	- 3.3%
Brooklyn	374,100	366,600	- 7,500	- 2.0
Manhattan	1.7 million	1.8 million	+134,600	+ 7.9
Queens	373,000	379,200	+ 6,200	+ 1.7
Staten Island	38,800	45,800	+ 7,000	+18.0
TOTAL	2.7 million	2.8 million	+135,000	+5.1%

Source: Bureau of Labor Statistics

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Boston Study Calls for Shifts In the Education of Workers

Special to The New York Times

CAMBRIDGE, Mass., April 25 — A study of education and the future labor market here has concluded that schools will have to shift from narrow vocational training toward producing workers with greater versatility in mathematics and language.

Without such a shift, those involved said, the technology on which the area depends will continue its rapid evolution and there will be no workers competent to deal with it. This was among the outcomes of the long study.

Academics, business leaders and civic officials collaborated on the study, which covered the long-term employment outlook and other population changes expected in the Boston area.

The report was issued Friday after months of workshops sponsored by the Greater Boston Chamber of Commerce, the Boston Private Industry Council and the Joint Center fof Urban Studies, a creature of Harvard University and the Massachusetts Institute of Technology. While the study focused on Boston, its authors say that many of the findings hold true for medium-sized cities across the country.

Blend of Public, Private Planning

"These are issues that in the past the city officials and private industry have dealt with separately, and not with much success," said John L. Thompson, president of Blue Shield of Massachusetts, who was co-chairman of the project, the Boston Workshop Series. "They are things we have to begin to plan together on."

Much of the study concentrated on what will happen when today's glut of experienced workers, products of the "baby boom," is older. At that time, the supply of skilled labor will be those now in school, a much smaller group.

Participants in the privately funded project particularly feared that standard vocational training in secondary schools and some colleges would not provide the background that workers will need to enter the region's fast-changing high-technology industries. The participants urged that educational efforts focus on preparing young people to adapt quickly to different jobs, particularly in business, health and education services

New Emphases in Work Training

"We cannot keep training people for a very narrow skill, which they will never be using 10 years from now" as technology changes, said David Kresge, a former director of the Joint Center for Urban Centers, who initiated the study before leaving recently to become vice president of Union Pacific. "That means we need to prepare a labor force that is literate, particularly in word skills and mathematics skills," he said.

Other recent examinations of the regional economy, which since World War II has become increasingly dependent on major computer and electronic component manufacturers, have suggested that an ability to adjust speedily to technological change is crucial to success against foreign competitors.

While Boston's industrial profile is not typical of the rest of the nation, participants in the study said that the concept of drawing public officials, school administrators and chiefs of companies into long-range strategy sessions could be applied elsewhere.

Business executives who took part in the project are planning to meet in coming months to applying some of its findings to the school system, economic strategy and hiring practices.

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Study Finds Racial Bias in Union Movement

By WILLIAM SERRIN

A new study has found that a clear, pervasive pattern of racial discrimination has marked the American union movement since the merger of the American Federation of Labor and the Congress of Industrial Organizations in 1955 and, in many cases, that it continues today.

That conclusion appears in a study by Herbert Hill, professor of Afro-American studies and industrial relations at the University of Wisconsin-Madison, in the spring issue of The Journal Of Intergroup Relations, to be released tomorrow.

Mr. Hill said an examination of court and government documents showed that each individual affiliate of the A.F.L.-C.I.O. "continued the racial practices traditional with that union long after the merger and that the effect of A.F.L.-C.I.O. policy upon affiliated unions was virtually nil."

In the study, "The A.F.L.-C.I.O. and the Black Worker: Twenty-Five Years After the Merger," Mr. Hill said:

"Despite the formal declaration of a nondiscriminatory policy, the merged labor federation did not initiate internal changes on racial practices. On the contrary, the A.F.L.-C.I.O. and its affiliates repeatedly resisted pressure to eliminate racial discrimination."

Mr. Hill's conclusions were rejected by Bill Pollard, director of the A.F.L.-C.I.O's civil rights department. Mr. Pollard said that Mr. Hill was blind to extensive change that had occurred in practices involving minority and women workers. He said Mr. Hill "never says anything positive about the A.F.L.-C.I.O."

Mr. Hill, former national labor director of the National Association for the Advancement of Colored People who is a writer on labor and race issues, said in an interview that he found in his study that American unions and the A.F.L.-C.I.O had been highly resistant to change in racial matters and that "in too many unions" discriminatory practices continue today.

Mr. Hill declined to compare the labor movement with other institutions in American life with regard to practices involving minority and female workers.

"I don't think you can compare it to other institutions," he said. "It's supposed to be a different kind of institution. It's supposed to be an institution of working people struggling for social justice. They should operate with different standards — different standards of morality."

Mr. Hill said in his study that although the A.F.L.-C.I.O supported enactment of the employment section of the Civil Rights Act of 1964, the labor movement resisted compliance with the law and raised repeated challenges to it.

Mr. Hill said that, as a result of court action, the labor movement had made a "minimal, strategic accomodation with the requirements of the law."

"Today there is the absence of formal discrimination," he said, but he argued that the bias had "become more subtle." Minority workers are often concentrated in low-paying jobs and are generally unable to rise to positions of union leadership, he said.

Mr. Pollard said, however, that hundreds of black and female union members were active today at every level of the labor movement and that the movement had actively tried to establish ways to assist minority and female workers.

He said that two of 13 A.F.L.-C.I.O. department directors were black, as was one of the directors of the federation's seven regions. Of the 101 unions affiliated with the A.F.L.-C.I.O., Mr. Pollard said, one is headed by a black and, to his knowledge, none by a woman. But he said many of the 44,700 local unions affiliated with the 101 unions were headed by blacks, Hispanic unionists or by women. He said the 35-member A.F.L.-C.I.O. executive council included one black man and two women, one of whom is black.

He said blacks constituted 23 percent and women 29 percent of the A.F.L.-C.I.O's some 15 million members.

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STUDENT WORKBOOK I SELF KNOWLEDGE TO HELP YOU START YOUR CAREER

Learning Package A: Career Planning/Self-Perception

For a student the idea of a career is an idea of a future that may or may not have any real connection with the present. The feelings, perceptions, skills, behavior, and values of the student right now in relation to self and the world need to be linked to thoughts for tomorrow. This learning package is based on the belief that helping students think about and plan for a real career will enable them to make a connection with their own future.

It is necessary, of course, to train students in specific techniques that will help them obtain jobs, to present themselves favorably to an employer and get hired. However, such techniques are clearly not sufficient to enable young people to become effective workers, to keep jobs, and to develop themselves as self-sufficient adults.

The over-all aim of this package, then, is motivation of the student to think about the future through a progressive discovery of themselves in the content of an exploration of roles, expectations, rewards, attitudes, and skills associated with choosing, planning and preparing for a career.

The specific aims are:

1. to begin the orientation of students to the world of work and to the idea of a career

2. to help students develop the ability to analyze and assess their own strengths, liabilities, interests and potential

3. to help students understand how their personal attitudes relate to and affect career choice, preparation and success

4. to help students develop the skills necessary for effective analysis and communication of self

The package emphasizes increasing the convergence between aspirations and abilities. Students' fantasies should always be recognized as providing the important motivating energy for learning and change and should be respected. Shaping dreams into intelligent goals is the name of the game.

Using Learning Package A

The exercises in the student workbook provide the basic material for teaching the package as a unit or for selection to use with other curriculum materials. In either case, you should use the exercises as materials for development of your own lessons and sequences. Here are some suggested ways of using these materials.

Self-Image (page 4)

"You in the Mirror" is an exercise that can be done in class as well as at home. It may be difficult for some students to draw or to feel comfortable about doing this. You might want to expand the instructions by asking students to write or draw things which show how they think or feel about themselves.

As part of the introduction, it may be useful to discuss what "qualities" means and to elicit examples of personal qualities, relating these to appearances and "inner qualities."

You may want to work with the student products by asking students to pair off with others in the class and explain their pictures and their qualities to one another. Alternatively, you may want to ask for volunteers to present their work to the class and explain how what they did reflects the qualities they saw in the mirror.

You may want to use "The Dream Job" after "Fact or Fiction" to move your students from the present to the future. The elements of the fantasy description--dress, kind of work, qualities required--provide a central base line of aspirations against which students can assess themselves. As possible follow-ups to the workbook exercise you might:

1. Ask students to join small groups (3-5 students) to share their dream jobs, tell what they know about them and how they know this.

2. Ask class volunteers to describe their dream jobs. Discuss what they might need to do or be to get such jobs (training, more education).

3. Ask students to write a paragraph on why their dream job appeals to them, and how they might go about preparing themselves for it. You may wish to emphasize that our dreams change as we change, and that learning about ourselves can help us turn dreams into real life goals.

Self-Inventory (pages 11-14)

By explaining the difference between self-image and self-inventory, you can encourage students to explore who they really are. "Fact or Fiction" may be done at home with a friend or in class with another student. The exercise will be enriched if the student and friend or classmate do it for each other and discuss why any differences in perception occurred.

In either case it will be important to discuss with the class the idea of "the real me" and the relation between how we feel about ourselves and how we present ourselves to others: appearance, what we do or say and how. You may want to emphasize that a job interviewer can only know you from the ways in which you present yourself and the qualities you think you have.

Another activity might be a discussion around either "seeing is believing" or "you can't always tell from appearances."

The inventory exercise can be very important in helping students begin to shape their fantasies. Anticipate that many students will make "magical" choices: a million dollars, power to read minds, etc., as well as more realistic ones. These all should be taken seriously. Frequently fantasies "free up" an individual to explore non-traditional but certainly viable career choices.

After students choose the contents of their packages, ask them to think about why they chose what they did and to share their choices and reasons with the class. Discuss the idea of things happening to someone versus that person making something happen--magic versus personal action.

A supplementary--or alternative--exercise could be presented in which you ask students to choose what powers or abilities they would want to develop to change their lives. This exercise could be processed in ways similar to those suggested above.

"Taking Stock of Yourself" can be done individually at home or in class, individually or in small groups.

The small group mode can be used effectively to encourage cooperative problem-solving. Suggest that members of each group utilize one another as learning resources (the teacher is not the only resource in the class). Encourage each group to make up sentences using each word for presentation to the class.

If the exercise is done individually, ask each student to select two words which describe characteristics they think are most valuable and two they think are liabilities. Ask students to think about why they chose these words and to discuss the reasons in terms of each characteristic's value in a person's career.

Since alphabetization is a skill frequently called upon in entry level office work, ask students to re-arrange their personal vocabulary list to conform to alphabetical order. Develop dictations, word scrambles and flash cards to reinforce new vocabulary if your students need this.

The exercises in the "Self-Inventory" group can be used by students to identify and assess patterns of behavior and personal attributes in terms which they can begin to systematically perceive themselves. The heart of these exercises is the student's perception of the patterns as a base line against which he or she can compare others' perceptions. Each exercise should be followed by an opportunity for students to evaluate themselves and to identify changes they may need to make.

Suggested Activities

"As I See Myself" (page 11)

Ask students to complete this in 10-15 minutes. As students to put stars (*) against any characteristics they would like to change, and to think about why they should change. Then ask them to choose the one change that would be most important to them and to write a paragraph about this.

At the end of the exercise ask for volunteers to tell the class about the change they want to make in themselves. Discuss what some of the problems are in making such changes, and how one might go about it.

Qualities and Qualifications (page 13)

The importance of this exercise lies in the connection between perceived strengths and weaknesses, preferences, life goals and a career choice.

A discussion might be developed in which connections were explored:

a) between favorite subjects, subjects a student does well in, things a student does best in life, and what a student wants out of life.

b) between subjects disliked, weakest subjects and life goals.

Focusing on patterns of strengths and liabilities might provoke some interesting insights for individuals about their school performance as well as their career choice.

It might be useful to include the school guidance counselor in such a discussion, and establish this counselor as a good resource for helping individuals interpret the results of this exercise.

Descriptions (page 14)

Ask students to choose any of the entire group of adjectives which best describe them. Then have students list all of their personal descriptions. Check to see if they can see any patterns re:

outgoingness vs. inwardness, carefulness vs. risk-taking, controlled vs. excitable, etc.

Students might be asked also to rate their chosen characteristics to see what about themselves they regard as most and least important to them.

The mutual introduction exercise in Part IV, #1 might be based on some analytic work by the students. The same principle can apply to the use of Part IV, #3 exercise.

Image Evaluation (page 18)

This section encourages students to re-examine their image in terms of how they appear to others.

We suggest that more than one person be asked by each student to complete the three parts of this exercise in order to give the student different angles of perception about his/her qualities. A parent will provide one angle, a teacher another, a friend still another--all from different parts of the student's life.

The value of this multiplicity is that it can help students recognize different perceptions of themselves.

You may wish to ask students to consider each word in Part III as a separate entity, allowing students to use more than one word per line if applicable.

The self-awareness conclusion can be done for each Image Evaluation completed, and the results compared. A useful discussion with the class might then be developed around the idea of how perception of a person can be affected by the nature of the relationship.

Reflections (page 20)

There is an occasion for students to think about their images of others--those who might be a model in their lives--and relate these to their images of themselves. It could provide material for provocative discussions around questions like:

Why do we need to have heroes and heroines?

Why I want to be like . . .

Ask volunteers to tell class about a person they admire and why. Elicit from class a list of personal qualities they find admirable in any one. Suggest they think about the qualities they have found admirable in themselves.

If many students select qualities they admire in themselves which match those of their heroes or heroines, ask students why this might be so.

You might want to point out that heros and heroines change as one matures. Ask students to think of their idols from elementary school days and compare them with those they admire today.

Your Basic Profile

When students do the several exercises related to their social, emotional, physical and intellectual profiles (pages 24-33), you will want to stress the idea that there are no right or wrong answers here, and that the scoring is merely a stimulus for discussion. Self-discovery is never easy, and sometimes answering little "quizzes" helps to clarify who we are.

You may wish to introduce in this section some of the latest information about brain development. The work of scientists on "right brain" and "left brain" capacities is particularly relevant here. When students discuss their intellectual profiles, for example, it would be useful to remind them that the intellect relates to a person's creative capacity as well as his or her ability to memorize and reorder facts.

Additional Activities

There are numerous kinds of talking, writing, and acting out activities that heighten a student's self-perception. Among them are the following:

1. Write a letter to a mythical contest coordinator, nominating yourself for the title Outstanding _____ of the Year. (You fill in the blank and justify your nomination in a 250-500 word statement.)

2. Conduct a research project designed to find out what others consider the required traits for a successful lawyer, teacher, secretary, electronics engineer, etc. Interview appropriate individuals, write to appropriate agencies, look up information in appropriate books, magazines and newspapers. (See Resource List at end of Manual.)

3. Design a collage that best expresses the real you. Use a variety of visual materials: paper, rope, different textures, paint, photos, etc.

4. Moderate a panel discussion for the class on what teenagers need to know about themselves in order to take the best advantage of career opportunities.

Self-Perception and the Basic Curriculum

Self-perception activities may be conducted most comfortably within a Language Arts or Social Studies framework. In the English class, the essays and oral exercises reinforce the basic curriculum in ways that capitalize on high motivation (self-interest) and "stretching" exercises and assignments. In Social Studies, when you deal with the domain of the social sciences, the self becomes an important object of study. Sociology and psychology play a major part in interpreting the events, personalities and trends of history. There are those who suggest that the more one understands the self, the more one understands human behavior in general. You can have some stimulating discussions on this premise with your students, particularly as you approach such subjects as "The Emergence of Individualism" (European History-Renaissance Period and the Age of Enlightenment), "The Industrial Revolution," (American or European history) or Modern Technology and the Role of the Individual (American History and Economics).

Naturally, students engaged in Business Education will find all aspects of this unit edifying, and much of the Hygiene Course concerns itself with the self.

Learning Package B: Career Planning Values

The values we hold are reflected in our lives in often complicated ways which even we are not aware of. It is only when important choices need to be made that we take the time to reflect about what we really want to do or be. This is what students are asked to focus upon as they explore the many exercises in Learning Package B.

Choosing a career may be related in a person's mind with a variety of values: independence, the ability to buy things one wants, a desire to help one's family, a need to feel good about oneself. Often, for young people, career choice is a product of little understood influences from parents, schools, or peers, which youngsters may respond to without a real awareness of what they want from a job and how getting a job relates to what they want to be and do in their lives.

This package offers students an opportunity to examine what their values are, how they relate to one another, and how they can provide a basis for clear thinking about the directions in which their career planning can develop. Its overall aim is to engage students in the critical process of reasoning about preferences, judgments and decisions--their own and others--and to reinforce that process as an essential element in career planning.

It is not, therefore, the intent of this package to preach about values or even to instruct didactically about attitudes and values required in the workplace. Rather, it attempts to provide an invitation and a challenge for students to "get their act together" before "taking it on the road." As a result, all of the materials presented in the package are designed to engage students in making choices, reflecting on those choices in terms of the values they represent, and identifying the patterns, priorities and conflicts in their own evolving value systems. Developing this process in the context of career planning promotes not only responsible thinking about the future, but also a powerful motivation and tool for students in dealing with life choices related to school, family, friends and community.

The specific aims of the package are:

1. To help students become aware of their own values and priorities

2. To help them be aware of others' values

3. To stimulate an awareness of how values influence judgments and decisions

4. To help them deal constructively with value conflicts

5. To help them focus their value-awareness on issues connected with work-related values and career choices

6. To help them develop a harmony between their values and their behavior

As part of an employability skills course, this package builds on the orientation to self-awareness developed in Learning Package A: Career Planning/Self-Perception, and provides a basis for Learning Package C: Communication. As such it constitutes an element in an overall effort to prepare students for the transition from school to work.

Its focus on values makes Learning Package B a useful vehicle for work with students on values-related issues and the development of analytic skills in a variety of curriculum areas. Suggestions on this are provided in a later section.

The package is organized into a developmental sequence of exercises designed to move students through three continually related proceses:

1. Thinking about events, feelings and behavior in relation to how values underlie and influence how we perceive and act-- developing a working vocabulary of values

2. Making judgments, setting priorities and dealing with the problem of value-conflict in decision-making

3. Examining career preferences in terms of the values connected with the requirements and benefits of various kinds of jobs and relating these preferences to their own life values and priorities

This organization focuses on the development of skills in value-analysis and the application of these skills in problem-solving and decision-making. The exercises in the student workbook can

therefore be used as the basis for a complete unit, providing a structure for the progressive building of analytic skills and self-awareness. Smaller units can also be constructed utilizing selected exercises reflecting each of the processes outlined. It is important, however, that the progressive development and application of value-analysis skills and vocabulary be kept in mind in any selection of exercises.

It is important that you become familiar with the entire package before using the workbook with students and plan your own overall strategy for selecting and using the exercises. Doing each exercise yourself for yourself will be a valuable basis for shaping each one in terms of the needs and abilities of your students. It will allow you to customize the sequence and develop effective transitions that help students integrate their understanding of important concepts.

Approaches to Learning Package B

What follows are some suggestions for working with the exercises which might be useful. Your own creative work in shaping these exercises into productive activities is, however, the most important ingredient in their successful use.

Values Introduction (page 48)

You may wish to discuss the statements made in this section and explore their meaning with your students. What geographical factors could lead to the establishment of a siesta? Does a siesta necessarily mean that individuals work fewer hours? How do customs reflect values? When is a belief the basis of an individual or group behavior?

You may wish to encourage students to read the current literature on values as developed by such academicians as Kohlberg and Simon. (See Resource List for Learning Package B.)

If you or your students have traveled outside of New York, you may wish to exchange observations about how different parts of the world population seem to value different ways of conducting one's life. If the students are familiar with novels that take place in parts of Africa, Asia, and Europe, they may be prepared to talk about different value systems. For example, the conflicting loyalties to family and "others" are explored in such works of fiction as Cry the Beloved Country and Ivanhoe; ethnic loyalty and "other" in the John O'Hara novels and those of Ralph Ellison. Teachers of English literature should find the values section useful as an adjunct to their work.

Coat of Arms (page 50)

The coat of arms is a way of beginning an identification of different kinds and sources of personal values. For each entry in their coat of arms, ask students to write a sentence or two that explains what value that thing, person, achievement represents.

Discuss how people come to learn and live by values in their lives. Analyse different sources of values--family, friends, media, etc. Pose the question: how can we know what our own real values are and not those we have simply adopted without realizing it?

Vocabulary of Values (page 51)

Ask students to share with class the work-related values they selected. Ask why each value is important for job success. Ask class to contribute other work-related values and reasons for choosing them.

Ask students to think of other benefits that they associate with working, and to share, in small groups, the words they have chosen. Ask them to discuss in their groups what they think are the more important benefits they would like from a job.

Valued Objects (page 52)

The point of the exercise is to stimulate the perception of values in personal possessions, and how these reflect personal values. An additional exercise might be to present the class with descriptions of several items owned by Mr. or Ms. X and ask each student to interpret what each reflects about the person's values.

N.B. It might be better to ask for three things kept in a desk or closet at home rather than at work. Not all students will be working.

Valued Activities (page 53)

You might want to ask students to rate in order of importance the activities they list before responding to the questions. This they can begin through focus on priorities. Alternatively, ask them to indicate their five most satisfying activities and write a sentence for each indicating why they are satisfying (what values they represent).

Value of Time (page 54)

This is a good follow-up to the exercise on activities and focuses students on time as a value.

You might want to ask students to share why they chose to organize their dream times in the way they did. Some other useful questions might be:

1. What are the important differences between your real time and your dream time

2. What would be needed for you to make your dream time real

Value Wheel (page 57)

After interviewing each other, ask students to indicate in their report how each of the three values chosen by their interviewee is or might be expressed.

Interchange of Values (page 58)

After introductions are made try asking class to look at how the information given in the interview was interpreted or changed in the introduction. A variation would be to ask two pairs of students to conduct their interviews in a fish bowl situation for the class.

In either format, ask students to figure out additional questions they might want to ask as interviewers to elicit the value system of their interviewee.

Identifying American Values (page 60)

This exercise could be done nicely in connection with the Introduction

To get greater depth, you might ask students to develop other headlines to express their perceptions of American values. Alternatively, assign students to look for actual headlines in the newspapers and bring in those that represent America to them.

Taking Stock of Your Values (pages 61-65)

Emphasize that assigning a value word to each choice on pp. 61-64 is an important way to interpret choices in terms of the values they represent. There are no right or wrong answers.

Ask students to select the three highest and lowest values rather than one each in order to look at any patterns in their priorities. Ask students in groups to try to formulate overall interpretations of one another's value systems from the discussion of each student's priorities.

Ask each student to refer back to their results from p. 55 to see whether there were any changes in their value priorities. Use this information as part of small group discussion.

Values Versus Dilemmas (page 67)

Ask class to discuss dilemma on this page, looking at each choice and sharing how they feel about each one. Why would someone choose option #1? Why option #2?

Reinforce here the importance of determining the real values underlying choices we make.

What Would You Do If . . . (pages 68-72)

Each of the dilemmas can be used to examine different factors involved in difficult choices. In each one, it is possible to develop a role-playing situation which can make the case more vivid.

1. To Tell the Truth

Examine consequences. Then ask students to discuss the values involved. A good question here is: Is telling the truth a value at all times? When is it not? Point out how we rely on people generally to tell the truth. What would happen if we couldn't?

2. Breaking Rules

An excellent role-play. What would Ken say and do in his talk with Mr. Roark?

The issue of rules is important here. Discuss with class why rules were made. Whose rule was Ken breaking? It is Mr. Roark's dilemma, but what is the value problem that Ken has?

3. Sacrifice

Why should Margie have to decide? What conflict is there between personal satisfaction and team loyalty?

4. Confrontation

This offers the opportunity to work with students on the problem-solving process and to elicit that process in dealing with the dilemma. Proceed in the following manner.

1. identify the problem
2. gather relevant information
3. identify available solutions
4. examine the consequences of solutions and values involved
5. choose

In the case of moral dilemmas, a preferred strategy would be to see if you can reconstruct the problem to eliminate the dilemma. Can you in this case?

5. Conflicting Views

Another excellent role-play: start with roles assigned by you; then reverse them.

Try adding another question: "Do you think it's important for a woman to work as well as be a wife and mother?"

My Dilemma (page 73)

As for volunteers to present their dilemmas without solutions to the class for discussion and solution. Review with class the steps for resolving a dilemma.

Learning Package B is particularly useful for students preparing to make critical educational decisions.

The Value of Work (pages 74-81)

Ask students to share with each other the results of each worksheet. Help them to formulate opinions that reflect their own and other people's values.

A Final Word

Encourage students to read at least three of the books listed in the bibliography.

STUDENT WORKBOOK II FURTHER YOUR CAREER THROUGH COMMUNICATION AND DECISION-MAKING

Learning Package C: Communication

Materials for the Communication Learning Package have been designed to help students function well in this technologically complex world of ours. Your own experience as a communicator comes into play as you help students work through the various exercises. In many ways you will be able to share with students what it is like to engage in career-related tasks that require proficiency in speaking, listening, recording and reporting.

When students successfully complete the activities in Learning Package C, they should be able to

1. Demonstrate listening, speaking, sending and receiving skills on a higher order than when they started the unit

2. Demonstrate particular communication skills in typical job-related situations

3. Demonstrate communication skills in group situations

4. Present themselves positively in various role plays requiring communication

These expectations for participants should complement those that are described in the Communications curriculum for New York City High Schools.

You may be teaching a whole course in Communications and therefore prefer to pick and choose activities from the Student Workbook that best fit your tailor-made scheme. Or, you may want to teach a Communications Unit in your Business Education or English class and may decide to follow the scheme as set forth in the Workbook. On the other hand, you may prefer to rearrange the exercises in a sequence that takes students on a slightly different route than that mapped out in the Workbook. For example, you might wish to move from a general theoretical overview of communication to a study of those terms and phrases used in career-related settings. Then you may wish to practice various aspects of oral communication and proceed to the specific skills of listening, reporting and responding. However you plan to use the Workbook, you will want to look at all the exercises first before selecting the order that best suits your purpose. In addition, you will want to review the resource list so that you can select the films, articles and other materials that will support your work in this area.

Learning Package C is organized as follows:

1. A general Introductory section: Ways of Communicating and Vocabulary of Communications

2. Two Way Communication: Telephone Skills, Interpersonal Skills

3. Three Way Communication: Group Process, Group

4. Expressing Your Feelings

5. On-the-Job Communication

Interspersed between these sections are selections that emphasize particular skills of a personal or job-related nature.

The unit ends with a personal vocabulary list which you will want students to develop as part of the classroom routine. There are a number of activities that you can generate with the list, such as:

1. Have students compare lists for length, accuracy, sentence usage

2. As students to re-arrange words in alphabetical order, in common usage clusters (e.g., "office words," "friendship words," etc.)

3. Ask students to find other meanings for the same words

Working in groups makes word study less tedious and more fun. Similarly, the Personal Contract may be useful if you teach the unit as a whole. You may wish to have students draw up their own version of contracts, reminding them at the time that most contracts are two-way--each party commits for what each party perceives is a benefit.

Learning Package C ends with a small self-test that recalls the original intentions of the unit.

Approaches to Learning Package C

This unit takes the student into the two different realms of personal and occupational communication. It alerts students to the subtle distinctions in oral and written communication and cues them about the hidden messages sent through tone as well as word. You may wish to spend a considerable amount of time exploring with students what is appropriate in a particular setting. Discussions may even result in an acknowledgment that our interpersonal communications can be up-graded as much as our occupational communications!

"Two-Way Communication" raises a number of important issues for personal and career development that you may wish to pursue with your class. You and your students may wish to design conversational ploys to resolve such ticklish situations as:

1. How a worker tells a superior he's dissatisfied

2. How a boss tells a worker he's dissatisfied

3. How a worker tells a colleague he needs help

In each conversational ploy, ask the students to develop the setting, the characters and the conflict so that they have sufficient information with which to work. You and your class can make up a variety of work-related situations that can lead to the development of additional ploys. A manageable procedure is to divide the class into work groups with each group assigned to develop a ploy. Then each group can present the dialogue--with or without embellishment--to the rest of the class for analysis and critique. To increase proficiency in writing and listening, the conversations might be written down prior to their being performed.

Similarly, in "How Would You Handle the Following Situations?" it would be useful if the class divided into groups to develop dialogues in both written and oral formats. For those who have difficulty writing, these exercises can be particularly helpful. To overcome any resistance, you can divide the tasks for a group so that some are scribes and others are talkers.

You may want to strike a balance between exercises that call for written responses and those that do not. For students interested in aspects of creative writing--playwriting, fiction, reportage--exercises such as "What Do You Do When" can be very useful as triggers for more fully developed pieces.

"Communicating On and Off the Job" helps students explore the connection between personal styles of communication and choice of work setting. Here is a perfect opportunity to show students what a paradox is! Take the shy actor who chooses to spend his life in front of audiences. It is also the time to discuss whether personal situations call for hostile forms of communication any more than work situations. Is "Bug off . . ." any more favorably received as a message in a personal situation? It gives students something to ponder!

Modeling Good Communication

You may wish to invite guest speakers to your classroom to "model" appropriate public speaking behavior. OPEN DOORS (212-561-2084) provides speakers on a variety of career-related subjects at no cost to the school. Their Speakers Bureau includes, but is not limited to, bankers, accountants, lawyers, secretaries, social workers, carpenters, auto mechanics and computer programmers. They offer the following advice:

SPEAKERS AND RESOURCES

from "Tips to Educators," Open Doors

Because education should be relevant and vital, you need speakers in your classroom--speakers from the world of work which your students will soon enter. Because you strive to make your classes interesting and stimulating, you will want to draw in people from the professions, from government, from industry. Because your students will be selecting careers and either entering them or preparing to enter them, you must give them information about those careers. What better way than "straight from the horse's mouth," from individuals involved in those careers. Speakers and community resources cannot replace the teacher, but can give enormous help if selected well and used wisely. They can help the teacher help students prepare to take their places as responsible adults in the work world, family and community. We have prepared booklets based on the experiences of schools and on our experiences in working with schools, suggesting why and how resources can be used--in general--and with specific school subjects. An important part of education is knowing the community and city in which we live--and where we can play a role.

Additional reasons why interchange with community people is of value to all:

For the Students

- Interest and stimulation in classroom
- Understanding of economy, city
- Interaction with a variety of adults
- Improved communication skills
- Exposure to career options
- Motivation to learn and to earn

For the Teachers

- Support and reinforcement from outside
- Sharing of appropriate educational tasks
- Resources for information, materials, activities

For the School

- Enriched educational program
- Improved morale and behavior
- Understanding, support and cooperation between school and community

For Business/Labor

- Opportunity to present information, viewpoints and career opportunities
- More positive attitude by students and teachers towards industry
- A younger generation ready to move into support positions
- Enjoyment of interaction with the young

Sample Letter to Recruit Speakers

Dear Friend (Parent or Colleague)

We are seeking resource people to address our English (Science, Math) class to discuss their work and the ways our subject is used in their field of endeavor.

Please talk with your spouse, relatives and friends and ask for volunteers willing to talk with our students about their work or discuss a timely topic. Include your own name and topic as well.

Please fill out this form and return.

Speaker possibility:

Name_____
Address_____
Telephone_____
Organization _____
Career or Topic you would discuss with students
_____
Return to_____

The above letter can be sent to:

Parents, Relatives,Friends. Parents cover a wide range of jobs: secretaries, health workers, civil servants, retailers, athletes, factory workers, self-employed. They are members of labor unions and political and consumer groups. Parents can complement classroom studies, or host one or more students for a day.

Faculty. Teachers have had experiences working in industry and government. Many have interesting avocations--all grist for speaking in classrooms--their own and others. One teacher canvassed the faculty for speakers, another asked faculty husbands/wives to host a student for a day.

Students. Many students have worked in stores, offices, hospitals, political campaigns, delivered newspapers, sat with children or travelled. They can share their experiences with their peers or with younger classes--and profit from making a "presentation."

Students are also a source of contacts; they have relatives, siblings, friends who are small business owners or workers in large corporations, banks, hospitals and government departments.

Using Role Plays

Many of the activities in Learning Package C suggest variations of Role Play. As you may know, conducting a successful role play is not as simple as it may seem. You may find the following guidelines helpful as you prepare lessons that require any degree of role play or improvisation.

1. Determine the purpose of the Role Play. Is it to demonstrate a particularly effective communications ploy? Is it to reveal a pitfall that you want students to avoid? Is it to "pattern" a kind of response that works in certain cases?

2. Establish an atmosphere of ease and informality. You will want students to feel comfortable. When in a discussion of one of the exercises, ask a student to "Pretend you're that person--what would you say in what situation?"

3. Question the class in such a way that they can begin to identify and define the problem situation carefully and accurately. If you are working with them on a real situation, such as on-the-job conflict, ask "What's the supervisor like?" or "Tell us about your co-workers," or "Tell us about the customer. What was she angry about?"

4. Choose the persons to participate in the role play and clearly define their roles. If you elect not to choose the persons, make sure that the students are equally clear about the roles to be played. It is sometimes advisable to ask students to "play against type" in order to gain greater insight into others' behavior."

5. Assign concrete tasks to everyone in the class. While the "actors" are playing, some should be observers for particular kinds of body language, others should note "verbal tics" (repetitive phrases such as "you know," "clearly," "like," "Man," etc.). Observers should be prepared to comment on their observations.

6. Begin role play "for real." Role playing requires that participants act as though they were involved in a real life situation. The words and actions are provided by the role players according to their own interpretations of what they should be.

7. Stop the role playing when the appropriate point has been made. Avoid a prolonged scene that leaves everyone bored or confused. If the role play seems confusing, stop it mid-way and seek clarification.

8. Guide the group discussion and evaluation so that the original purpose of the role is served.

9. Re-play the situation occasionally with another "cast" to make sure the point of the play has been made.

Your role in helping your students become better communicators is crucial. Part of any communicator's problem is to know what he or she is talking about! You can help prepare students for communicating effectively in the work world by encouraging them to sharpen their basic skills of reading, writing, researching and analyzing. Beyond that, you can help by providing a standard of excellence toward which students aim. This requires honest but tactful feedback to students indicating where they need to improve the manner or substance of their communications. In our roles as mediators or explainers of "the real world," we must often inform our students of what is and is not appropriate in particular settings. The hard part is to do this in a humane and uplifting way so that students react positively to corrections.

Since all interactions between teachers and students generally fall into the realm of "communication"--informal or formal, verbal or non-verbal, the task for teachers of this Learning Package is not so much to devise "new" activities, but to capitalize on those already in place by encouraging ever more mature, effective performance by students.

Learning Package D: Decision-Making

Learning Package D seeks to lead students through the labyrinth of problem solving and rational choosing. It raises the sometimes intimidating question, "what will I be . . . I'm almost grown up!" Students will, with your guidance and support, begin to discover techniques for making choices and decisions that are good for them. Hopefully, they will question their own tendencies toward irrational or self-punishing decisions, if they exist, or reinforce their own healthy tendencies to think through a problem before determining a course of action.

Previous experience with the ideas and exercises in Learning Packages A, B and C will be helpful as you lead students through the activities associated with making decisions. This unit becomes a turning point between the aforementioned, rather theoretical processes and the practical, "do-now" steps for finding and keeping jobs which form the content of subsequent learning packages.

Decision-making may call for skills in presentation and evaluation that are well beyond those required in preceding units. Industrial research provides a wealth of current material about decision-making. Some books, pamphlets and articles are listed in the Resource Section for this unit.

Learning Package D is organized as follows:

I. Introductory Section

II. Self-Realization--Personal Responses to Making Choices

III. What Would You Do If . . .

IV. Group Decision-Making

V. Problem-Solving Techniques Related to Finding a Job

VI. Applying the Decision-Making Process to Deciding About A Career

It is chock full of information that you and your students will find useful in determining career goals. Excerpts from U.S. Bureau of Labor Statistics reports,national job surveys and Census Bureau studies give students a detailed picture of where the jobs are, who's got them and what current earning patterns are. Additional information on the job picture is listed in the Resource section of this Manual.

Approaches to Learning Package D

Because of the rich variety of materials presented in this unit, you may find the following suggestions useful.

I. Introductory Section (pages 44-46)

You may wish to introduce this unit by informing students of the millions of dollars poured into "think tanks" at major universities and centers such as the Brookings Institute to find out "best ways" of decision-making. The range of advice spans from "go with your inner 'voice'" to the development of elaborate decision-making computer programs. Essentially, however, all the advice starts with the same premise: the way in which you define your problem will determine its solution. This unit deals with two distinctly different but related issues:

1. The need to be decisive and responsible

2. The process for problem-solving as it applies to career choices

Both issues should be discussed in depth. The introductory material will help you set up a suitable climate for this activity.

II. Self-Realization (pages 47-50)

This section hones in on the issues involved in personal decision-making. By stressing both the positive and negative consequences of decisions, you may sharpen your students' awareness of the need to analyze a situation before rather than after the decision is made.

You may ask all the students to write about effective decisions using the format of Self-Realization Part B and share their experiences in small groups. Each group could then report to the class those common attributes of good decision-making that were followed. This allows students to discover effective decision-making techniques on an experiential basis rather than as a response to a formula.

III. What Would You Do If . . . (pages 51-55)

This section suggests a variety of situations that you can use as the basis for role plays, writing short stories or developing oral stories. What is missing in each of the six situations is an ending. Ask students to write or tell their ending for each situation in a form that requires elaboration on the decision made.

All of the circumstances raise questions about personal values (See Learning Package B). They provide emotionally charged situations that need to be sorted out in light of rational decision-making. Students might enjoy dividing into "think tank study groups" to deliberate each problem and present a group solution with its supportive rationale. The class could judge each group's response in terms of the clarity of the decision-making process. Similarly, the class could divide into four or five groups and tackle each problem. In this case it would be interesting to see how many different responses emerge from the "think-tank" process.

IV. Group Decision-Making (pages 56-59)

Your own experience as part of a teaching team, an athletic team, group of citizens active in the community can be most useful in this section. You may wish to discuss the advantages and disadvantages of various strategies described on page 61. Your students may suggest other strategies coming out of their own lives.

You may wish to explore the tendency among adolescents to rely on peer wisdom rather than to seek adult counseling when a problem needs to be solved. Some students may have had experience combining peer and adult assistance and can offer insights regarding the best use of the adult support systems, particularly as an adjunct to and not replacement of peer advice.

As you explore the ramifications of group process, you may find the following set of questions useful.

1. What are the overall characteristics of the group?

    1.1 background of members

    1.2 setting of meeting

    1.3 purpose of individuals in coming together to form a group

2. What is the level of participation?

   2.1 Do various members contribute to discussion?

   2.2 Do some participate excessively?

   2.3 Do some hang back?

   2.4 How appropriate are contributions to solving the problem at home?

3. How effective is communication?

   3.1 Are leader and members clear on expressing ideas?

   3.2 Does everyone understand what's going on?

   3.3 To what extent is non-verbal communication used? What is being communicated?

4. What is the level of cohesiveness?

   4.1 How well does the group work as a team?

   4.2 Are there sub-groups? Do they help or hinder the process?

   4.3 Does the group stick together in a crisis?

   4.4 Does everyone accept the goals of the group?

5. Is the atmosphere conducive to good group process?

You might ask students to reflect on the different steps required for group decisions as opposed to individual ones. In what areas do those differences lie?

V. Problem Solving Techniques Related to Finding a Job (pages 64-83)

You are really dealing with the "meat and potatoes" of career decision-making here. Older students who are currently employed or actively searching for a job will find the exercises and information particularly informative. The cases studied are practical and relevant to today's high schoolers.

Students can really polish their research skills here, since gathering information is such a critical step in decision-making. Try to gather together a "mini-library" of career related materials that students can use in class or borrow overnight.

One of the ways in which the material presented in the Learning Package can be worked into the mathematics and social studies curriculum is by conducting a series of graphing exercises. For example:

1. Using "Where Jobs Will (and Won't) Be in the 80's," graph the growth forecast for five of the following jobs:

   - chemical engineers
   - mining engineers
   - geologists
   - physicists
   - statisticians
   - computer programmers
   - college teachers
   - painters
   - economists
   - social workers
   - librarians
   - postmasters
   - telephone operators
   - building cleaners
   - flight attendants
   - elevator operators
   - farmers

2. Ask students to construct bar or line graphs and explain the significance of the graph.

3. Ask students to study the graph on page 68. Have them determine whether they have sufficient information to determine whether:

- Male or female workers earn more
- High school graduates can earn more than $15,000 per year
- A college graduate might earn only $15,000 per year

When students tackle the re-write assignment on page 69, ask them to exchange papers to see how many ways one can "express the facts." Correct their English errors, if any, and ask them to re-write the paragraph.

Display steps to successful problem solving on the blackboard or bulletin board. Refer to it regularly as you go through the various problem solving exercises.

Ask students to make up problem situations for each other--both job related and other. Because of the common complaint among employers regarding the way workers treat customers or the public at large, encourage students to think of situations where there is a problem in this area.

Assign students to read various sections of Working by Studs Terkel where people describe how they latched on to their jobs. (For example, Spot-Welder pp. 221-32) Cab Driver (pp. 269-74), Bank Teller (pp. 344-50) Pharmacist (413-419) provide a variety of insights about how people do or don't make life decisions.

VI. Applying the Decision-Making Process

The last section of Learning Package D provides students with a series of activities aimed at coming to at least a tentative conclusion about "What I Want to Become."

Encourage students to study the "decision wheel" on page 72. What does one need to know before deciding upon a profession, a career, a job? Ask them to compare this scheme with that on page 61 ("How to Decide"). How do they complement each other? Which circles relate to what steps? What's left out of the decision wheel that is included in "How to Decide"?

In Job-O, the task is to find convergence between job titles and personality. It might be beneficial to work backward from to person to check whether all points of convergence have been established. The following excerpts of job descriptions might be an additional stimulus to thinking about the relationship between job and personality.

PHOTOGRAPHER

Photography is a field that is rapidly expanding. Careers in this field span an extremely wide range of possibilities. The concerns range from the extremely technical to the considerations of fine arts.

Beginning course work in the use of the camera, darkroom, lighting and film provides the basic tools common to all careers in photography. The chances for personal expression are as wide as the interests of the individual.

THE GENERAL ADVERTISING PHOTOGRAPHER

Salary: The current affluence of advertising as a profession makes any of the allied fields equally affluent. Beginning salaries for photography assistants usually range between $150 to $250 a week. However, with experience they can earn more than that. Income in photography is highly flexible. A successful photographer can earn over $50,000 a year. Many experienced photographers charge as much as $1,000 to $2,000 per day. However, a photographer's expenses for studio, equipment, assistants, cameras and film are very high, and fees received are dependent on such variables as good representation, contacts and talent. The advertising photographer usually works on a freelance basis.

Representation: A photographer shows a portfolio of work or hires a representative to pursue professional assignments. The photographer's rep takes a commission from 15% to 50% of each job. The average commission is about 25%. Most artist's representatives handle 3 or 4 artists with different styles. Some handle photographers and illustrators, others specialize. In recent years, reps have also begun to handle film companies as well.

Basic Responsibilities: The advertising photographer works with an agency art director to fulfill the demands of a layout for the advertisement. The layouts may be for a proposed magazine or newspaper page. It indicates all important details so the photographer has guidelines to create the finished photograph. The photographer hires models, finds locations for the photographs or helps design sets when necessary. Lighting, props, costumes are also essential parts of his or her responsibility. The technical and artistic skills to take the photograph are, of course, the major responsibility.

In addition to jobs for advertising agencies, the general advertising photographer may be approached to do brochures, photographs for packages or undertake photographic illustration assignments.

Experience in one commercial photographic area is usually sufficient preparation to overlap other commercial areas.

Still Life/People Photographer

Most advertising photographers deal with both people and still life situations. However, in an age of specialization some photographers feel their talent and personalities geared more strongly toward one or the other.

Still life photography requires less direction and cuts down on the number of people required to staff a shooting. It is more easily controlled. Still life in advertising often refers to food or food products; also photographs of a client's product, called roduct shots. A good sense of composition and appreciation for detail and lighting is important. Technical skill with the larger camera, 4 x 5 or 8 x 10, is essential.

Photographers who specialize in people are often in demand in the advertising world. This kind of photographer has a specific ability to find the kinds of models, either professional or amateur, who have certain uniquely photogenic characteristics. He or she has the ability to handle them well and get believable performances from them. This kind of photographer must be unusually sensitive to people and have intuitive directorial abilities. Unlike the still photographer, the people specialists do not usually require completely controlled conditions. They often shoot in a documentary style (in available light) with a minimum of setting up. Recently, however, many photographs used in ads have been photographed in studios under controlled light. The need for the ability to direct is essential in either case.

Training for Advertising Photographers: Any student interested in advertising photography as a career would find it helpful to study directing, acting, illustration concepts, advertising, communication problems, design and composition in addition to the general photography curriculum.

The student will need to develop a portfolio of work to obtain his or her first job in the field. The first job is usually as an assistant to an established commercial photographer.

The assistant loads cameras, builds sets, works in the darkroom, scouts locations and assists the photographer in every way. The practical experience makes it possible for the talented assistant to learn and even earn a small salary. Check to see that the college of your choice has a placement program with the kinds of contacts in the field relevant to student placement after graduation.

From Careers in Visual Arts,
School of Visual Arts, New York, 1980.

The following passage provides an off-beat sample of what kinds of information should be included in any comprehensive job description.

Bartending

Nature of the Work

Cocktails range from the ordinary to the exotic. Bartenders make these concoctions by combining different kinds of liquor with other ingredients such as soft drinks, soda water, bitters, fruit juices, and cream. There are dozens of combinations, and each one can be made in several ways. Because some people have preferences for certain cocktail recipes, bartenders often are asked to mix drinks to suit a customer's taste. Besides cocktails, bartenders serve wine, draft or bottled beer, and a wide variety of nonalcoholic beverages.

Most bartenders take orders, serve drinks, and collect payment from customers. Others simply make drinks for waiters and waitresses to serve.

Bartenders usually are responsible for ordering and maintaining an inventory of liquor, mixes, and other bar supplies. They also arrange bottles and glasses to form a display, wash glassware, and clean the bar.

Bartenders in large restaurants or hotels usually have bartender helpers (D.O.T. 312.887) to assist them with their duties. Helpers keep the bar supplied with liquor, mixes, and ice; stock refrigerators with wine and beer, and replace empty beer kegs with full ones. They also keep the bar area clean and remove empty bottles and trash.

Places of Employment

Most of the 261,000 bartenders employed in 1976 worked in restaurants and bars, but many also had jobs in hotels and private clubs. Roughly one-fifth were self-employed.

Several thousand people, many of whom have full-time jobs in other occupations or attend college, tend bar part time. Part-time workers often serve at banquets and private parties.

Most bartenders work in the urban population centers of New York, California, and other large states, but many are employed in small communities also. Vacation resorts offer seasonal employment, and some bartenders alternate between summer and winter resorts rather than remain in one area the entire year.

Training, Other Qualifications, and Advancement

Most bartenders learn their trade on the job. Although preparing drinks at home can be good practice, it does not qualify a person to be a bartender. Besides knowing a variety of cocktail recipes, bartenders must know how to stock a bar properly and be familiar with state and local laws concerning the sale of alcoholic beverages.

Persons who wish to become bartenders can get good experience by working as bartender helpers, dining room attendants, waiters or waitresses. By watching the bartender at work, they learn how to mix drinks and do other bartending tasks.

Some private schools offer short courses in bartending that include instruction on state and local laws and regulations, cocktail recipes, attire and conduct, and stocking a bar. Some of these schools help their graduates find jobs.

Bartenders should have pleasant personalities and be neat and clean in personal appearance because they deal with the public. They need physical stamina since they stand while they work and also may have to lift heavy beer kegs or boxes of beverages.

Generally, bartenders must be at least 21 years of age, although some employers prefer those who are 25 or older. Some states require bartenders to have health certificates assuring that they are free from contagious diseases. In some instances, they must be bonded.

Small restaurants, neighborhood bars, and resorts usually offer a beginner the best entry opportunities. After gaining experience, a bartender may wish to work in a large restaurant or cocktail lounge where pay is higher and promotion opportunities are greater. Although promotional opportunities in this field are limited, it is possible to advance to head bartender, wine steward, or beverage manager. Some bartenders open their own business.

Employment Outlook

Employment of bartenders is expected to increase about as fast as the average for all occupations through the mid-1980's. In addition to the job openings caused by employment growth, several thousand will arise annually from the need to replace experienced bartenders who retire, die, or leave the occupation for other reasons.

The demand for bartenders will increase as new restaurants, hotels, and bars open in response to population growth and as the amount spent for food and beverages outside the home increases. Higher average incomes and more leisure time will allow people to go out for dinner or cocktails more often, and to takemore vacations. Also, as more wives work, families are finding dining out a welcome convenience.

Job opportunities for bartenders should be especially favorable in states that have recently liberalized their drinking laws. In the early 1970's, 25 states either lowered the drinking age or legalized the sale of liquor by the drink, or both, and some other states may follow suit.

Earnings and Working Conditions

Hourly earnings of bartenders ranged from $2.86 to $5.35 in 1976, according to limited data from union contracts in the restaurant industry. Besides wages, bartenders may receive tips that increase their earnings.

Bartenders usually receive free meals at work and may be furnished bar jackets or complete uniforms.

Many bartenders work more than 40 hours a week, and night and weekend work and split shifts are common. For many bartenders, however, the opportunity for friendly conversation with customers and the possibility of someday managing or owning a bar or restaurant more than offset these disadvantages. For others, the opportunity to get part-time work is important.

Sources of Additional Information

Information about job opportunities may be obtained from the Hotel and Restaurant Employees and Bartenders International Union, which is the principal union organizing bartenders, and from the state employment service.

For general information on job opportunities in bartending, write to: Culinary Institute of America, P.O. Box 53, Hyde Park, N.Y. 12538.

From Occupational Outlook Handbook,
U.S. Department of Labor

You may wish to order the Harrington/O'Shea System for Career Decision-Making Survey booklet as a means of helping students discover what their occupational preferences seem to be. The survey takes into account the individual's occupation preferences, school subject preferences, future educational plans, values related to job satisfaction, talents and intellectual abilities, and leisure time interests. It is a step-by-step process that relies on a student's self-knowledge. It is somewhat complicated but worth the trouble. Check with the Guidance Office regarding the possibility of ordering the instrument. (Another frequently used instrument is the Kuder Vocational Preference Inventory.)

Another source of excellent materials is Career Materials Inc., creators of Job-O and other simulation games.

Your students are probably familiar with Career Education terminology, but just in case, here are a few useful terms to make decision-making discussions flow smoothly:

Job Clusters (a.k.a. occupational clusters): Fifteen categories of jobs that account for almost every job an individual might hold. They are:

Business & Office
Marketing & Distribution
Communications & Media
Construction
Manufacturing
Transportation
Agri-business & Natural Resources
Marine Science
Environmental Control
Public Service
Health
Hospitality & Recreation
Personal Services
Fine Arts & Humanities
Consumer & Homemaking

Job Title: the label by which a worker is known, certified, licensed or hired, e.g., Nurse, R.N., Retail Salesworker, Urban Planner, Service Station Attendant. Sometimes a person is known by two synonymous titles, e.g., Flight Attendant and Stewardess. The correct title is the former, but people still use the latter.

Apprentice: one who learns on the job; a beginner.

Suggested Activities

1. Ask students to consult pages 78-80 in Learning Package D and list five jobs in each of the following job outlook categories:

   Excellent
   Good
   Fair

Divide students into groups to compare results and offer tentative hypotheses that account for the differences. Orchestrate a class discussion on the findings. (This is a particularly good exercise when correlated with the study of economics.)

2. Assign students the task of writing guest speakers (from OPEN DOORS or elsewhere) to speak about jobs that they have decided are good possibilities for them. Letters of invitation and interview questions can be drawn up in advance of the speakers' appearances.

3. Visit a Personnel Office of a larger corporation. Collect information about the various kinds of jobs that exist within just one organization. Share results with class. Invite Personnel officer to address class.

4. Invite recent graduates to visit class and share their experiences on the job market. Focus interview on decisions that have been and will be made.

5. Review students' responses to "Decision Making: Summary Questions." Hold individual or small group discussion sessions to make sure all students have demonstrated a command of the material.

6. Ask students to add their favorite, relevant titles to the bibliography. Post the titles on a bulletin board for easy reference. Ask students to read books on the list and prepare either oral or written summaries for sharing with the class.

Decision-making is a life-time occupation. When students realize that the more active they become in the process, the more likely they will find a productive, appropriate way of life. In the meantime, it is important to remind students that the toughest decisions are between two "goods," rather than between "good" and "evil," what philosophers call an antinomy.

STUDENT WORKBOOK III SKILLS FOR JOB-GETTING

Learning Package E: Search, Application and Interview

This volume deals with the actual challenge of finding an appropriate first job and holding it. It is full of activities that raise the level of awareness of young people to what is possible within even the most mundane first job. Further, it suggests practical ways of finding (word of mouth, help wanted ads, school employment offices) and securing (job applications, interviews, letters of application, resumes) the job.

Learning Package E provides over fifty exercises that require the application of "basic skills." Reading and writing clearly are stressed. Similarly, skills in interpreting particular codes such as those used in classified ads are included. The student should, with the teacher's help, begin to understand some of the basic principles of economics, such as free enterprise, government regulation, money, banking and credit--all part of the high school social studies curriculum.

As with the other volumes of GETTING YOUR FOOT IN THE DOOR, self-knowledge is stressed. Over and over again, students are asked to look at themselves in terms of what a job requires and what if offers. Teachers can be extremely useful in pointing out that the most menial first job can open a young person's awareness of an entire industry and the many roles of adults in it. For example, a packer in a supermarket can be just that--or a watchful trainee, learning the intricacies of one of the most important industries in America. A delivery person for a dry cleaning establishment can concentrate on deliveries or find out the subtleties of a business based on confidence and good customer relations. He or she can also learn about how government tries to protect workers from unhealthy working conditions and customers from fraud.

This section of the Manual suggests a procedure for tackling the work laid out in Learning Package E. In addition, it contains an annotated list of resources that will be useful as teachers and students work their way through the concepts of "search, application and interview."

While the unit was ostensibly designed to provide winning strategies, it is important to recognize that winning is more than a matter of strategy. Winning is as much a matter of the player who plays better on a particular day of contest as it is a player with good strategy. For that reason, instructional personnel may have to

provide practice and more practice to play better, training and retraining to buttress a winning approach. Teachers should be expected to develop a wide range of practical exercises--what the Manual refers to as "games"--as well as formal (gradeable) exercises to establish appropriate behavior and habits in students.

The entire job search process pulls together many of the issues and objectives of earlier phases of GETTING YOUR FOOT IN THE DOOR. Learning Package E is the performance for all the preceding material. It tests the student's ability to learn what they so desperately need to know.

I. The Job Search (pages 9-28)

This section provides a number of activities that assist a young person looking for a job. While the Learning Package stresses the difficulty of finding the right first job, you might want to remind students that searching for the first job can be an interesting, rewarding and, yes, pleasurable experience. Particularly if he or she is prepared well for the adventure!

Many students may already have found their first job, so it is well to rely on their experiences as the teacher discusses the perils and thrills of the job search. Teachers may share recollections of their own first jobs and the way they got them. The writers of this Manual, for example, reported these experiences:

> "I walked into the local toy store at Christmas time and asked if I could work there after school. To my great surprise, they said yes."
>
> "I asked my high school guidance counselor to refer me to a place where I could earn good money. They sent me to R. H. Macy's where I was hired as a stock person."
>
> "I answered an ad!"

Spending some time helping students learn about other people's experiences searching for their first job can be very helpful. Psychologically, of course, it helps students realize that everyone--even those who are at the moment famous--does not start out at the top of the career ladder. It might be useful to ask students to make a list of currently well-known or well-respected individuals and find out through a research project what their first jobs were. For example, students could write letters to the individuals on the list and inquire about their first jobs.

You may wish to stress the importance of searching for a job rather than taking the first opportunity that comes along. Ideally the first job can be one that takes a student through high school and college, paving the way for a chosen career. Even baby-sitting can lead to a career linked to child care or child development!

When students take their ESP quotient (How's your job hunting ESP?", it might be a good idea to discuss the answers in small groups. page 3. In a large group, students might explore why an organization such as the United States Army would be interested in publishing such a questionnaire for student use. Teachers should note that the means of interpreting the job hunting ESP is in the metaphor of a radio receiver. This may be an opportunity to explore the use of metaphors in language as a means for emphasizing a point or creating a fresh image of an idea in one's head.

Your First Job (page 4)

Students are asked to interview an adult concerning his or her first job. You may wish to process the results of these interviews by asking students to share their findings in small groups and then come up with some generalizations regarding the job search experience.

You may assign certain biographies or short essays by outstanding persons who describe how they got their first job. For example, such varied individuals as Ruth Gordon (the octogenarian actress), Sydney Poitier (actor, director), Lillian Hellman (writer) and Lincoln Steffans (journalist) have written exceptionally fine autobiographies that may interest high schoolers. They show how extraordinary people with notable talents began their adulthood in ways that have much in common with young adults of any era.

An essay found in a number of high school literary anthologies is "How I Got that Job" by Billy Rose--a veritable Horatio Alger story that is fun to read and also destroys the stereotype that all secretaries are women!

How to Find a Job: 12 Strategies for Success. (page 12) Students are given sensible, specific help in tracking down a job. Teachers may wish to divide the class into twelve teams, each of which must bring to school information relating to their particular strategy. For example, Team 3, Work-Study Programs, could write to Mrs. Renee Sherline at the NYC Board of Education requesting information on the co-op program. Team 5, Letters, could prepare a set of letters (with no mistakes!) asking various people whether they know of available, suitable jobs for teen-agers. Team 6, NYS Employment Service, could visit a local New York State Employment

office and collect the different kinds of pamphlets that are available there. All teams would bring to class their assorted collections of letters, ads, pamphlets, etc. and under the organizational eye of a graphics team, construct a bulletin board that demonstrates visually the twelve strategies at work. When doing the exercises following "How to Find a Job: 12 Strategies for Success," one could refer to the bulletin board to emphasize a particular point.

Want Ads (pages 19-28)

Learning Package E details a number of activities related to want ads. Helping students decipher want ads is a tremendous service to young people, especially those for whom the ads look like a sea of print, confusing to the eye and the mind. You may suggest that students bring in ads in a particular category, rather than just a random selection. For example, ads for part-time positions, temporary positions, camp counselors, receptionists--jobs that are of immediate interest to young people--might be useful to examine. In addition, students might bring in ads for which the students are not yet ready, but in which the students have expressed interest. A display of immediate and future jobs could be impressive.

There are exercises to help students encode and decode want ads, and to infer from the ads additional information. These skills are universal; students benefit from not only the doing but the thinking about the coding system, its symbols, abbreviations and hidden messages.

The section on Job Search offers the teacher many opportunities to "fine tune" the basic comprehension skills of students. It also makes it possible to raise the level of awareness of what is available in the job market to high schoolers and suggests career paths that students might not have considered. Teachers may find that they need to go back to the job search section from time to time as they tackle the other sections of Learning Package E.

II. The Job Applications (pages 29-60)

This section deals with the process of applying for a job and the forms that students will encounter along the way. Once more, teachers are reminded to accentuate the positive: this is the time when a student can really impress a personnel office interviewer or a prospective employer. This is where all the admonitions regarding "neatness counts!" "spelling counts!" "grammar counts!" come in handy.

The Letter of Application (pages 31-34)

The exercises connected with the letter of application give the teacher an opportunity to stress both form and content. Teachers should encourage students to share their attempts at writing letters with each other. If the letters are written with pseudonyms, students can correct each other's work without loss of face. It is important that the letters get the full critique from both students and teachers regarding the form (format, structure) and content (information, persuasive data). After the letters have been corrected, ask the students to rewrite them, incorporating all the corrections. Post the best samples on a bulletin board that has been arranged for this purpose. Be merciless in correcting comma and apostrophe errors, sentence structure and paragraphing, as well as spelling.

Teachers might dictate a typical letter of application to students and ask them to arrange the letter in correct businss style. This will help students write what they hear, a valuable skill, and arrange it according to an appropriate format. Dictation, so helpful in learning a foreign language, is just as helpful in teaching students the subtleties of their own language.

Another letter writing activity may center on rearranging a jumbled letter into correct format. This will reinforce what students have learned about sequencing ideas into an appropriate format.

The Resume (pages 35-42)

In this section on the all important resume, one might ask, what kind of resume would a high schooler have? He or she hasn't done anything yet! Actually, a student in his third or fourth year of high school may have accomplished a variety of things, all of which may be appropriate on a resume. "Translating Articles into Skills," "Making Your Resume More Interesting," and "Taking Stock," are useful exercises to perform prior to writing a formal resume. They help focus the student on experiences and abilities that point to employability.

Students need the opportunity to discuss the resume, its purpose, its potential, with the teacher. It would be helpful to have a whole range of resumes available for students to examine. The pamphlet, Guide to Preparing a Resume, published by the New York State Department of Labor, is very helpful and contains a number of model resumes for recent high school and college graduates. Students need good models to develop their own resumes. The

more models that a teacher can exhibit, the more opportunity the student has to find his own resume. The model on page 41 maybe useful:

In developing a resume, students should be encouraged to review Volume I of this series, Learning Packages A and B, Self-Perception and Values, respectively.

An activity that makes good use of the exercises on resumes: Break the class into small groups in order to critique each other's resume. The group could determine whether each individual has included all that could be said about him or her in a particular category. How easily we forget some attributes or activities about ourselves, and how helpful it is to have a friend remind us. This group process will be a helpful moral booster as well.

Teachers need to review student resumes with a critical eye, and, just as with the application forms, indicate any errors in spelling, punctuation or grammar. They should then hand the resumes back to the students for re-writing or, if they are perfect, for posting on the bulletin board.

Another exercise that is difficult but useful is to: 1) develop a fictitious or real resume for a specific job (such as retail salesman, typist in a large corporation, teacher, or dental assistant; 2) re-write the resume for the same person, but geared toward a different occupataional goal; or 3) re-write the resume for the boss' job in that particular occupation (e.g., floor manager or department manager, office manager, assistant principal or chairperson, or dentist).

Discuss the additional experience and, in some cases, credentials, that are necessary to move up a career ladder.

Students need to know that a resume is a reflection of the self, and just as the self is in a constant state of change and development, so is the resume. One should get in the habit of up-dating the resume each year, perhaps on one's birthday, so that it is always ready to submit when a job opportunity appears on the horizon. Teachers may wish to make their own resumes in order to anticipate the difficulties that students will have in developing theirs.

Both students and teachers should be aware that there are professional resume writers who help people to put their best foot forward through the development of an impressive document.

Resume for Job Seekers Without College Education

Sandra Dean
88 Lafayette Street
Brooklyn, N.Y. 11219

OCCUPATIONAL GOAL

Secretary

EDUCATION:

Lafayette High School, 1974-82; Gershwin Jr. High School, 1976-79;
P.S. 124, 1970-76

COURSE WORK:

Commercial Studies
English
History
Mathematics
Computer Technology

CLASS RANK:

First third of class in Commercial Studies

EXTRACURRICULAR ACTIVITIES:

Tennis Team (Intermural)
Careers Club

HOBBIES:

Tennis, Reading, Sewing

WORK EXPERIENCE:

Summer 1978, 1979 - Assistant Counselor, All Day Neighborhood Camp
Department of Recreation and Cultural Affairs

Summer 1980, 1981 - Clerk-typist, Abraham & Strauss

After school, 1980-present - Clerk-typist, After-School program,
Lafayette H.S.

REFERENCES:

Mrs. LaVerne Andres, Personnel Officer, Abraham & Strauss Department Store
Dr. Evelyn Cunningham, Teacher-in-Charge, Lafayette After School Program

Teachers can help students get their job kits together by providing them with file folders or "duo-tangs"---sturdy folders with inside pockets. Students can then place their job items in the folder or duo-tang as they are completed. In this way, teachers can keep tabs on each student's progress through the maze of forms and letters that are essential for the job search.

Most organizations that hire high school graduates use an application form. Many organizations that hire college graduates use one as well. As a rule, the larger the firm, the more likely there will be a formal application form. Application forms generally ask the same things: who are you, where were you educated, what have you accomplished? Some, like the New York Telephone Company, may inquire as to police records, driver's license, military service, and the like. An application form may be from one to four pages. Students must learn not to be intimidated by the form. For teachers, the task is to demystify the forms and help students write them out accurately and effectively.

There is a very useful glossary of terms used in most application forms in Learning Package E. Teachers might wish to create "dictations" using the terms in letters of application, or simply as spelling drills. They might wish to check some of the definitions to see whether more than one definition is possible: e.g. "major" (very important, rank in the army), "status" (how things stand now, social class) and which is applicable.

The vocabulary skills section in this learning package is particularly helpful as a stimulus for teaching those kinds of words that are frequently used in the search, application, and interview procedures. Additional exercises utilizing the "Vocabulary of Application Forms" might include:

a. composing a letter using one word from each of the eleven groups of words;

b. composing a letter using all the words in one group;

c. writing a letter in proper form as dictated by a student or teacher

In addition to asking students to fill out the application form in the Learning Package, teachers might wish to have on hand bulk copies of current application forms used by certain businesses in New York. By writing to Con Edison, the New York Telephone Company, Abraham and Strauss, Macy's, IBM, Mobil and Exxon, to name just a few companies, teachers might build up a file of practice forms for students to use.

Students need to know that the further out they wander into the business world, the more forms they will encounter. Inclusion of forms for a driver's license and social security card are particularly helpful in making this point. Teachers may suggest that students collect various forms that they are likely to have to fill out. These might include SAT application forms, college applications, employment office forms, etc. A file of appropriate forms could be established which students could consult prior to their filling out the "real thing."

The job application forms that a student might encounter can be a critical determining factor in a young person's getting a job or being passed over. It is important that teachers help students to first recognize the importance of the form, and second, to fill one out with a minimum of frustration and a maximum of clarity and accuracy. Pages 43-60 give students a lot of practice handling thes forms.

III. The Interview (pages 61-91)

Of all the steps leading to the first job, the interview may be the most critical. It is in the face-to-face encounter of applicant with personnel officer and, ultimately, potential "boss," that determines whether one's efforts in search and application will be rewarded. Here is where personality and personal presentation are evaluated.

Many students go through an interview process without being conscious of how they are being measured. This section tries to alert students to the many factors influencing the successful interview. By exploring theoretically and practically (through discussions, reading and role plays) the process of interviewing, students will be better prepared to clinch the job as a consequence of a successful interview.

Naturally, a successful interview can best occur when the student is prepared for the interviewer's questions, the interviewer's styles and the interviewer's expectations. The exercises in Learning Package E help to raise the student's level of awareness regarding these elements and, through simulations, research, and supportive feedback from teachers and peers, prepare him or her for a successful--even enjoyable--experience.

Students need to be assured that even if an interview does not culminate with a job offer, this does not mean the student is a failure. Every person with a meaningful job is likely to be

able to cite an instance where despite all the preparation, the interview did not "take." Factors totally unrelated to the applicant's qualifications and interview may be operating. Teachers need to help students not only prepare for the interview but also to conduct a "post-mortum" once the result of the interview is known.

Role Plays

In order to conduct successful role plays, teachers should consult pages 20-2] in this manual's section related to Learning Package C. In that section the general "rules" for role play are reviewed. It is important in working through the situations in Learning Package E to apply these rules so that students have the opportunity to simulate, analyze and revise their roles before "the real thing."

Teachers may wish to divide the class into several teams, each one to prepare one of the improvisations suggested in "A Communications Skill Exercise." Additional role plays are suggested throughout the Workbook:

a. calling for an appointment

b. arriving at the office/meeting the receptionist

c. the interview itself

d. closing the interview; making your exit

Teachers will find the series of questions interviewers most frequently ask (pages 74-76) extremely useful. The questions can be plugged into the role plays and those students who function as "audience" for the improvisations may grade the responses on a scale of 1-5, ranging from an inadequate response to an excellent one.

A useful writing exercise for students could be to re-write the dialogue in "A 'How Not to Do It' Interview" (page 71) so that the result is more positive. Students could be encouraged to add stage directions, sound effects and other theatrical elements. The revised skits should be performed for audience ratings. In order to make this assignment more manageable within a teacher's time-frame, the re-write could be broken down into sections, or the complete interview could be prepared as homework. Since students enjoy working in teams, the teacher might assign the whole or parts of the skit to teams for revision and acting out.

You may wish to discuss the several interview pitfalls that may confound students:

- The feeling of nervousness (uncertainty about what to say, how to say it, how to dress, how to act)
- The lack of insight about how they are coming across to others
- The lack of awareness of common errors and mistakes in language, manner, and style that detract from their presentation

As you monitor the role plays, look for ways to assess the performance and knowledge of participants. Consider how to make the exercises (games) seem important and serious for participants, and how to provide appropriate, reinforcing feedback.

Advice to Students

Learning Package E combines several sections of direct advice to students. "How to Answer Troublesome Questions," "Making Sure Your Questions are Answered," "Let's Look at the Hook," and "The Finishing Touch" (pages 82-87) contain valuable tips on interview plays. The interview exercises, which provide structure for role plays, should help students prepare for "here and now" as well as future situations.

Advanced students may be encouraged to develop highly technical interview questions related to their career goals. For example, a student expecting to become a chemical engineer should find out what kinds of questions he or she would be asked by consulting someone in or familiar with the business. The student can then weave these questions into his or her role play.

Learning Package E affords students numerous opportunities to work on spoken and written word patterns. It also stimulates the acquisition of knowledge about different facets of our nation's economy by encouraging research into potential careers. Moreover, the material covered is as relevant to the interests of advanced, average and slow learners.

STUDENT WORKBOOK IV OVERCOMING JOB PROBLEMS

Learning Package F: Opening Closed Doors

The very title of this learning package suggests a note of optimism regarding students' abilities to overcome discrimination in employment. And that is as it should be! If we can teach youngsters the techniques of "opening closed doors," we will have gone far in helping students protect their own interests. And if the techniques we teach are accompanied by knowledge of anti-discrimination laws and policies, then our job as educators will have been done.

The premise of this unit could be characterized by the slogan, "to be forewarned is to be forearmed." All of the activities and reading passages are designed to alert students to their rights with reference to the psychological underpinnings that help students take advantage of this information. Students who successfully complete the various activities in the Workbook should have a heightened awareness of the means by which they can prevent discriminatory behavior from interfering with their job search, job retention and promotion. They should be able to chart a course for themselves in the event that they encounter such discrimination, and they should be prepared to present themselves to prospective employers in such a manner as to forestall certain kinds of blatant discrimination.

Approaches to Opening Closed Doors

You may wish to approach this unit by referring to topics discussed in previous learning packages. For example, Career Planning: Values contains a "values wheel" (page 57). Ask where fairness and fairplay fit on the wheel. Similarly, when the class discusses American values (page 60), discuss not only the presence of discrimination but the efforts on behalf of a democratically elected government to overcome discrimination. Refer to the Communication package for exercises that you might adopt to explore ways of handling discrimination. In Learning Package C, there is an exercise related to hidden agendas (page 31). There is an opportunity to discuss ways in which discriminatory messages are embedded in conversations. Ask students to write a conversation between an employer and a prospective worker where the hidden message is "we don't hire your kind." Act out the conversations that your students develop. Check for legal and illegal gambits.

Students might wish to do some research on the Bakke case of 1978 which called into question the legality of affirmative action in medical school admissions. The case, its arguments, and its outcome were much discussed at the time. A review of periodical literature for the years 1977 to 1982 will reveal the titles of many articles on the subject that students can find in the library and about which they can report to the class.

Have a panel discussion on the problems and remedies available to combat discrimination. Assign roles so that some are advocates of affirmative action, others are opposed. Have each panelist assume the role of a worker, student, union leader, personnel officer, etc. Prepare the panel ahead of time by making sure they cover the material regarding all kinds of discrimination--racial, religious, sexual, discrimination against the handicapped, the elderly and so on. Keep in mind that a good panel must have a moderator who asks stimulating questions. Go over the questions ahead of time so that you make sure all the material will be covered.

Use the format of a Sunday morning TV news panel show. Make sure that your panelists watch the shows so they can model their behavior accordingly. Then ask the class "audience" to evaluate the panel's performance.

Assign students to read the section called "Footwork," in Studs Terkel's Working. It will familiarize them with the everday slights that workers endure. Ask students to compare these slights with the ones they experience as students, teen-agers. Role play how one might react to these slights in such a way as to prevent confrontations.

Learning Package F contains a variety of writing and reading exercises that call upon a student's ability to imagine how he or she would react under circumstances that smack of discrimination. They are made aware of different targets of discrimination: the minorities, women, the too young or too old, the handicapped. And they are asked to put themselves in the places of these target populations in very personal situations. This should increase the likelihood of their understanding of not only what it feels to be discriminated against, but what the underlying causes of discriminatory behavor are and how they are manifest.

Many of the exercises call for the ability to describe, analyze, organize and express thoughts of a fairly complex nature. They are equally useful in working with academically advanced as well as the average and slower learners. You may wish to use these exercises in lieu of other essay-writing assignments in English or social studies class. Below are some additional suggestions for learning activities that augment those set forth in the Workbook.

Additional Activities

The newspapers and magazines abound with articles related to discrimination. Statistics, law suits and progress reports appear regularly. Ask students to start collecting articles for inclusion in a class up-date folder. Reproduce excerpts from these articles with study questions for class consideration. Use the charts as stimuli for exercises in deductive reasoning. Perhaps one or two students would take responsibility for keeping the up-date folder well organized and up-to-date!

Ask students to write to those agencies listed in the Workbook responsible for protecting people against discriminatory actions. Develop a resource file about programs designed to overcome the negative effects of stereotyping and job discrimination. (Note: Check with your school principal regarding special programs that are now or have been operating in the past under such auspices as the Department of Education [ESEA and ESAA funds], the State Education Department and private agencies. Share this information with your class.)

Add to the vocabulary list those words or phrases associated with "affirmative action." Students need to know the meaning of the policy and how it affects an individual's chances in the job market. They need to know about "affirmative action officers" and "equal opportunity employers." You might want to invite an affirmative action officer to speak to the class. Any corporation with government contracts is required to have one, and there are several associated with the Board of Education. Try Open Doors and the Office of Occupational and Career Education for names of prospective speakers.

Ask students to modify their learning contract for this package by adding the following:

> "I hearby state that I take responsibility to learn how I can work to open doors which may be closed to me due to unfair employment practices. I will try to learn
>
> ___the laws which may assist me
>
> ___the behaviors that will assist me in overcoming discrimination
>
> ___the agencies and resources which may help me

and I will read a number of articles and pamphlets mentioned in this package which will give me the background, knowledge and strategies to make the most of this information."

Suggestions Regarding Selected Exercises

HOW CAN THE LAW HELP? GETTING HELP (pages 14-15)

Ask students to develop two-act improvisations wherein a breach of Title VII of the Civil Rights Act of 1964 occurs (Act I) and where a person goes for redress (Act II). Invite a guest from the New York City Commission on Human Rights (52 Duane St., N.Y. 566-5050) or the New York State Division on Human Rights (2 World Trade Ctr., N.Y. 488-5750) or the American Civil Liberties Union (132 West 43 St., N.Y. 944-9800) to view the improvisations and then comment on their accuracy and effectiveness. Invite the speaker to play the part of the anti-discrimination officer. What will probably occur is an opportunity to see how difficult it is to prove discrimination, and how hard it is to pursue a case to its rightful conclusion.

COMPARE HIM AND HER (page 26)

Introduce PAT'S PLANS to students. The exercise assumes that there will be different kinds of job expectations for males and females. Introduce the exercises by suggesting that you wish to see how effective your students would be as job counselors. The objective is to get the best, most realistic career development plan for "Pat" and "P.A. Jones."

FACTS ABOUT MEN AND WOMEN (pages 30-34)

Ask students to read the selection. Discuss the data included such as the representation of women in the work force. Ask some students to take that information and construct "visuals,"--either graphs or other kinds of charts that would communicate the same information. Display the visuals in the hall or on the classroom walls.

COUNTER-STEREOTYPES (pages 36-41)

Ask students to develop their own lists of individuals who seem to be working against stereotypes. Share the lists and, in the process, introduce students to prominent individuals who are leaders in American, European, Asian and African arts, sciences, and letters. Display the lists on a corridor bulletin board for others to see.

Ask students to volunteer to find the names of women who earn their living in nontraditional jobs. Similarly, ask them to find the names of men who earn their living in nontraditional jobs for men.

Invite a speaker from a large department store to speak to students about working in a field that is dominated by the opposite sex. Select questions from Learning Package C on pages 74-76 to help establish an interview for a guest speaker.

Ask students to select one or more individuals listed on pages 36-41 for biographical research. Ask students to add to the list names of prominent people who have recently surfaced and are pioneers in their fields. Research should consider the individual's background, the field in which the person works, the contributions the person has made to society, and the remuneration he or she receives for these services. Stress in discussion the nature of the individual work, asking such leading questions as "What special qualities do you need?" Is strength required?" "How smart, how educated do you have to be?" And so on.

WRITING SKILLS EXERCISES

Wherever you assign an essay or even a paragraph to your students, you might want to keep in mind the notion that clear writing is a function of clear thinking. Encourage your students to think through their responses before writing. Then ask them to outline their thoughts starting with a basic premise, adding two or three examples that illustrate the premise at work, and completing the essay with a reiteration of the premise. For example,

My Emotional Reactions to the Issue of Sex Equity

I. I get very angry when people talk about the equality of the sexes. Women and men are or are not equal.

II. Reaction to female doctors, women truck drivers, women lawyers

III. Reaction to male nurses, male flight attendants, male kindergarten teachers

IV. Men and women should or should not stick to traditional roles.

The above outline begins to order a student's thoughts and leaves plenty of room for embellishment. Encourage students to use well-thought out examples to back up their opinions. Ask students to share drafts of their essays with fellow students in groups of three or four. Each student should read his or her essay and elicit critical comments from the others in the group. Everyone should have the opportunity to be a reader and a critic.

LAWS PROHIBITING DISCRIMINATION

Ask students to look up the history of each of the laws mentioned in the Workbook. Ask several students to prepare a report on the conditions that the laws tried to address, the climate of opinion at the time the bills were presented to Congress, the leaders of the movement to pass or defeat these bills, the arguments used to marshall support, the final tally in the House and Senate when the bills were presented for vote. Have them study the role of Adam Clayton Powell, Jr. as head of the House Education Committee, and Lyndon B. Johnson as President to find out their roles in getting this legislation "on the books."

NEWSPAPER ARTICLES

Many school libraries contain microfilms of old editions of the New York Times. If your school does not have this resource, encourage your students to go to the local library where such microfilms exist. It is good practice to encourage students to use the outside library and its many fine resources. Ask students to find the article and summarize it for the class, indicating the Who, What, Where, When, Why and How as well as the answer to the question, So What?

Display articles or their facsimiles on a special bulletin board with the heading: Dynamics of Discrimination.

BIBLIOGRAPHY

Ask students to select one book from the list to read and report upon. Reports can be done in small groups with the result that each student should have read one book and heard about an additional three or four.

DISCRIMINATION AGAINST HANDICAPPED

Because there appears to be a backlash against many of the special provisions for the Handicapped that were made into law in the 1970's it is most appropriate to repeat the above exercise in order to find out what the conditions and circumstances were which led to

these special provisions. Refer students to PL 84 which calls for a variety of special provisions for students and others.

CLASS EXERCISES: SEX EQUITY

The following pages provide two kinds of extended exercises that students should find thought-provoking. Read each exercise thoroughly before introducing them to your class. You will want to Xerox some of the material ahead of time. These exercises are very appropriate in Social Studies classes where the subject is part of the government unit.

PLANNING FOR THE FUTURE

OBJECTIVES:

1. Members will know how work and family roles and responsibilities are changing.
2. Members will be able to point out sex discrimination, sex stereotyping and sex-biased attitudes in themselves and others.
3. Members will gain experience in different techniques for group involvement.

MATERIALS: Enough copies of the "X" version of "Planning for the Future" for half the group; enough copies of the "Y" version of "Planning for the Future" for the other half of the group. (See next page for "X" and "Y" versions which may be xeroxed.)

TIME: 10-40 minutes.

NUMBER OF PARTICIPANTS:

1. Make copies of the two scenarios. Be sure to keep the two versions apart and don't let members of the group know they are different.
2. Set up the room so two groups can work independent of each other, or prepare an adjacent space for one group.

DIRECTIONS:

1. Break the group into two smaller groupos. (If there are more than 24 people, break the group into four smaller groups)
2. Hand out copies of the male version of "Planning for the Future" one (or two) of the small group(s) and the female version to the other group(s). DON'T LET ANYONE KNOW THERE ARE TWO DIFFERENT VERSIONS.
3. Have group members read the story to themselves or have it read aloud by one person in each small group.

4. After reading the story, the small groups should decide on answers for the three questions. Each group should appoint a "gate-keeper" or discussion leader and a recorder who will write the group's answers on a piece of paper.

5. When the groups are finished (or after about 10 minutes) re-convene them and ask each recorder to tell the group's answer for each question.

6. Compare responses of each group.

7. Discuss tendencies among themselves and others to "steer" males and females along different courses. To what extent, if any, is this useful? To what extent, if any, is it harmful? What are the pitfalls that job counselors can avoid when helping students formulate sex-fair career plans?

8. Use the following questions for further discussion.

   a) In your experience, do males or females get more encouragement to go to college? Why? (Note: In some families, it's the girl who gets encouraged; in others, it's the boy.)

   b) What are some reasons why some jobs are recommended for males and other jobs are recommended for females? When are these reasons good reasons? When are they arbitrary?

   c) If someone said you could or could not do something because of your gender, how would you feel? How would you respond? Act it out in a role play.

X: Planning for the Future

Bill is starting his junior year in high school. He has asked you to help him think of some job possibilities for after high school. Bill has been raised on a farm and enjoys working outside. His father has a large dairy and grain farm. His mother is a registered nurse and works in the local hospital.

Bill likes to work with people, has done a lot of volunteer work, and is well-liked by his classmates. He has been active in the 4H Club and has won quite a few prizes with livestock. He is a good student but not outstanding. He works hard to have a B+ average.

He plans to marry a year (or two) after graduating from high school, but he doesn't plan to have children right away. The person he's planning to marry is going on to college to become a doctor. She wants him to go to college, too. He thinks he would like to go but is not sure that he can do the college work. The cost of college would not be a serious problem for his family.

1. Would you encourage Bill to go to college? Why or why not?

2. What are some jobs you would suggest that Bill think about?

3. Bill's girl friend wants him to go to college. If he decides not to, how might this affect their relationship?

Y: Planning for the Future

Susan is starting her junior year in high school. She has asked you to help her think of some job possibilities for after high school. Susan has been raised on a farm and enjoys working outside. Her father has a large dairy and grain farm. Her mother is a registered nurse and works in the local hospital.

Susan likes to work with people, has done a lot of volunteer work, and is well-liked by her classmates. She has been active in the 4H Club and has won quite a few prizes with livestock. She is a good student but not outstanding. She works hard to have a B+ average.

She plans to marry a year (or two) after graduating from high school but she doesn't plan to have children right away. The person she's planning to marry is going on to college to become a doctor. He wants her to go to college, too. She thinks she would like to go but is not sure that she can do the college work. The cost of college would not be a serious problem for her family.

1. Would you encourage Susan to go to college? Why or why not?

2. What are some jobs you would suggest that Susan think about?

3. Susan's boy friend wants her to go to college. If she decides not to, how might this affect their relationship?

The Jones Exercise

Introduce this exercise as an employment skills activity.

1. Divide your class into three small groups of about six to eight persons each.

2. Tell them that they are an evaluation committee and must reach a unanimous decision about the position the candidate is most suited for in a newly created financial corporation.

3. They must reach a decision about:

   - the title of the position
   - what the responsibilities of the job are
   - what starting salary the applicant will earn
   - how many people report to this individual

4. Distribute the information sheets, a different name to each group. If they ask, tell them they will all be doing the same activity. Make sure they don't know the candidate has different names.

5. Try to isolate groups as much as possible so they don't catch on.

6. Reconvene the groups after about 20 minutes. Have each group report back on their deliberations.

The tendency in this exercise is to give Patrick more money, a more important title, greater responsibilities, and have more people report to him. Men are given "hard responsibilities"--investment, stocks, scientific or technical jobs. Women are given "soft responsibilities"--public relations, personnel, employee relations, etc.

If people debate the sex of P.A. Jones, let them. It shouldn't matter, but it does.

Discuss the class' tendencies toward stereotyping. Are they more or less likely to stereotype? Why?

PATRICK JONES

Patrick Jones has been an employee at the home office of a large investment banking firm for the past ten years. Some of Jones' characteristics are as follows:

1. college-educated
2. ambitious and hardworking (sometimes too much so)
3. good sense of humor, gregarious
4. level-headed, politically conservative
5. enjoys suburban life, married, four children
6. well-respected by superiors and subordinates
7. likes a drink before dinner
8. healthy but somewhat overweight
9. reliable and efficient

Considering the data, fantasize the following:

1. Further develop Jones' personality.
2. What should Jones' responsibilities, job title, and salary be?
3. How many people should be accountable to Jones?
4. Briefly outline a typical workday for Jones, making sure to include his routine before and after work as well.

Adapted from: Eileen Nickerson, et al., Intervention Strategies for Changing Sex Role Stereotypes. (Dubuque, Iowa: Kendall/Hunt Publishing Co., 1975), p. 19.

PATRICIA JONES

Patricia Jones has been an employee at the home office of a large investment banking firm for the past ten years. Some of Jones' characteristics are as follows:

1. college-educated
2. ambitious and hardworking (sometimes too much so)
3. good sense of humor, gregarious
4. level-headed, politically conservative
5. enjoys suburban life, married, four children
6. well-respected by superiors and subordinates
7. likes a drink before dinner
8. healthy but somewhat overweight
9. reliable and efficient

Considering the data, fantasize the following:

1. Further develop Jones' personality.
2. What should Jones' responsibilities, job title, and salary be?
3. How many people should be accountable to Jones?
4. Briefly outline a typical workday for Jones, making sure to include his routine before and after work as well.

Adapted from: Eileen Nickerson, et al., Intervention Strategies for Changing Sex Role Stereotypes. (Dubuque, Iowa: Kendall/Hunt Publishing Co., 1975), p. 19.

P. A. JONES

P. A. Jones has been an employee at the home office of a large investment firm for the past ten years. Some of Jones' characteristics are as follows:

1. college-educated
2. ambitious and hardworking (sometimes too much so)
3. good sense of humor, gregarious
4. level-headed, politically conservative
5. enjoys suburban life, married, four children
6. well-respected by superiors and subordinates
7. likes a drink before dinner
8. healthy but somewhat overweight
9. reliable and efficient

Considering the data, fantasize the following:

1. Further develop Jones' personality.
2. What should Jones' responsibilities, job title, and salary be?
3. How many people should be accountable to Jones?
4. Briefly outline a typical workday for Jones, making sure to include his routine before and after work as well.

Adapted from: Eileen Nickerson, et al., Intervention Strategies for Changing Sex Role Stereotypes. (Dubuque, Iowa: Kendall/Hunt Publishing Co., 1975), p. 19.

Some Words of Advice

Discussing the discriminatory practices as they exist today is always a challenging task for teachers. No one likes to acknowledge the deviations from the democratic principles upon which our country is based. Yet, to ignore the obvious would be to place our students in jeopardy, unprepared to protect themselves against those practices. No matter how illegal, there are instances where many of our young people are prevented from getting jobs for which they are properly prepared. We need to acknowledge the existence of wrong in order to bring it to "right." The editors of GETTING YOUR FOOT IN THE DOOR hope that the exercises and background material provided in Learning Package F help you to deal with a complex and unattractive part of contemporary society.

Learning Package G: Keeping a Job

The final set of workbook activities focuses upon those issues related to job retention and promotion. It concentrates on exercises that encourage the student to understand the consequences of negative social behavior as well as techniques to reverse direction when on a negative path.

There are a number of writing exercises that should help English teachers to reinforce principles of grammar, usage and composition techniques. In addition, job-related words and phrases are introduced, clueing students into the special idioms of office work in particular.

Reading passages include selections of sound advice to prospective workers regarding attitude toward one's work and one's associates.

Because the workbook stresses the "losing side" of employment, you may wish to emphasize the "winning" side in your classroom activities as a way of balancing the realities of employment. Moreover, since the current economic conditions are such that good workers may lose their jobs in spite of the excellent records, it is important to refer students to the other parts of GETTING YOUR FOOT IN THE DOOR where they can remind themselves of ways to find "a new job" when the old one is lost.

INTERVIEWEES	PROBATION	UNION	STRIKE	SICK LEAVE	FRINGE BENEFITS	GRIEVANCE PROCEDURES
Teacher						
Sales Clerk						
Attorney						
Dietician						
Typist						
Office Manager						
Corporate Exec.						
Janitor						

Answer "Yes" or "No"

Suggested Activities

On-the-Job Vocabulary (page 49)

After students have conducted their interviews, ask them to report their findings to the class. Make appropriate charts and graphs such as the example shown on the following page.

Encourage students to develop graphs based on certain commonalities, e.g., age/experience of workers, service jobs, production jobs, managers, etc. Help them to visualize the comparisons and draw conclusions from the evidence.

Ask students to compare fringe benefits provided in public service jobs, private industry and non-profit organizations such as a private anti-poverty or arts organization.

Ten Work Habits . . . (page 54)

After students read this advice discuss with them the nuances of each "commandment." For example, in discussing "Exercise Initiative" explore how one can do that in an office or factory setting. Remind students of employer policies that reward workers for thinking of more cost-effective ways of getting the job done. Cite the Mayor's Productivity Awards as an example where initiative is rewarded.

In "Accept Criticism," generate some positive role plays where the boss criticizes the worker, e.g.,

- when worker spends too long on a task, such as typing a letter
- where worker mis-reports data
- where worker dresses inappropriately for the job

Getting There First (page 52)

Ask each student to chart his or her cummulative attendance and lateness records. How do they look? What insights can one get from such an analysis? Ask students to divide into counselling teams and review each other's attendance and lateness record. Have one student assume the role of job counselor and the other the role of worker. What questions will the counselor ask? What responses should the worker make? This exercise should help students to see patterns in their own behavior as well as ways to modify these patterns where needed.

Judge for Yourself (page 54)

Remember to include such business phenomena as merger, bankruptcy, reorganization and retrenchment as reasons people get fired. Here is a perfect opportunity to personalize the effects of economic trends in a way that students can appreciate.

Ask students to scan the business section of the Times, Post or News for examples of the above conditions. Ask them to jot down the names of corporations undergoing employment crises. Have them list them on a chart as follows:

Name of Company	Type of Change	# of Employees
Examples:		
1) American Express & Shearson Hamill	Merger	___
2) A.T.&T.	Reorganization	___
3) Braniff Airlines	Bankruptcy	___
Laker Airlines	"	___
5) Pan American	Retrenchment	___

Attitude (pages 61-80)

As every teen-ager will tell you, lecturing about "attitude" is about as useless as shoveling sand in a desert! If we are to help students understand the importance of attitudes in determining job success, we must provide opportunities for them to see it for themselves. Arrange a field trip to a department store. Ask students to make notes in an unobtrusive manner as they observe customer-salesperson encounters. Ask students to prepare questions for salespersons, managers and other service people. Compare notes once back in class about the attitude of the working people toward customers. This should lead to a very interesting set of revelations and can be much more impressive than a didactic approach.

Adjusting Attitudes (pages 74-76)

Ask students to develop skits that demonstrate a positive resolution of situations described in this section. Encourage students to critique the skits for "attitude."

Invite representatives from business to talk to your class about this topic. Call "Open Doors" for suggestions regarding speakers.

Explore with students the observation that job frustration may arise from a variety of circumstances. The worker may be over qualified for the job, or under-skilled. The "boss" may have a personality that is difficult to get along with, or the worker may have unreal expectations of appropriate behavior. Here is a great opportunity for students to brush up on their interviewing skills by questioning friends, family, teachers, etc. about job frustration and its opposite--job satisfaction. Help students compile appropriate open-ended questions; develop a job-satisfaction questionnaire with a rating scale from 1 to 5 (least satisfying to most satisfying) on such topics as work space, relationships with colleague pay, tasks, fringe benefits, gratification, etc. Ask class to compare results of various interviews with each other.

Your Attitude Checklist (page 77)

Here is an opportunity to suggest concrete ways to overcome on-the-job conflicts. Identify the conflict, its essence. Discuss the subtleties of the conflict and the precipitating dialogue. Then assign some students to the acting parts, and others as observers. Play out the situation as a conflict. Reverse the roles and ask observers to restructure the handling of conflict in a positive way. Refer students to "How to Keep a Job" for advice on conflict resolution. Remind students of the apparatus that usually exists in a company for resolving conflict: grievance procedures, mediation, counseling arbitration, etc.

Self Inventory (page 80)

Ask students to pair up and review each other's inventory. Encourage them to discuss their strengths and weaknesses and strategies for improvement. Refer back to activities in Learning Packages A, B, and C for help in perceiving self.

Understanding Pre-Judgments (page 82)

Ask students to list "typical" characteristics of people holding certain jobs, e.g.,

steelworker
farmer
receptionist
airline stewardess, steward
actor, actress
domestic
policeman, policewoman
photographer
plant manager
interstate truckdriver
barber
dentist
baseball player
labor organizer

Then ask students to read about people who do these jobs in Working. Ask them to what extent they fit their "type." Discuss the importance of not assuming people are their type rather than individuals --even "bosses."

Connecting School and Work (pages 88-93)

For word study, ask students to list the words ending in "ist," then words ending in -er or -or, or -ian. Have them look up the root(s) of the words as in sten ographer. Ask them to memorize the roots, suffixes and prefixes and have a contest to see who has mastered all the word parts.

Wrapping Up

As students complete the final exercises in this Workbook, it is important to review with them what they have learned. Whether it is greater self-knowledge or greater knowledge of the world of work, students need to feel a sense of accomplishment which we hope this Learning Package G will encourage. Once again, we remind teachers to help students focus on developing their assets and limiting their liabilities.

Resources for GETTING YOUR FOOT IN THE DOOR

The following resources are included to provide you with names of additional books, pamphlets and audio-visual materials related to each Learning Package for your use.

Learning Package A: Self-Perception

Adkins, Win, ed. "Who I Am and Where I Want to Go," Adkins Life Skills Program, The Psychological Corporation.

Healy, Charles C. Careers in Focus, Discovering You. McGraw Hill, 1976.

Herr, Edwin L. and Stanley H. Kramer. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Houghton Mifflin, 1972.

Hooker, Dennis and Almut Fleming. Guide to Me and Jobs. Educational Designs, Inc., 1974.

Bolles, Richard Nelson. What Color is Your Parachute? Ten Speed Press, 1980.

Audio Visual Materials:*

Beyond Winning (PCI 4508)* 17 mins. Color
Several athletes share their views on the importance of self-discipline and hard work in order to achieve.

Goals, Challenges and Choices (PCI 4294)* 8 mins.
A 70 year old skier, a motorcyclist and a water skier instill in young people the importance of believing in oneself and setting goals.

Examining Your Interests (McK 2717)* filmstrip/cassette

Discovering You (McG 086450-1)* filmstrip/cassette

*Where an asterisk appears, the film may be ordered through the Bronx Center for Career and Occupational Services. Otherwise, the films may be ordered through the Film Distribution Service, Division of Curriculum and Support, New York City Board of Education (BOE).

Focus on Self Development (SRA 5-3511)* 5 filmstrips

Learning Package B: Values

Crystal, John C. and Richard N. Bolles. Where Do I Go From Here With My Life? The Seabury Press, 1974.

Healey, Charles C. Careers in Focus, Discovering You. McGraw Hill, 1976.

Valuing: A Discussion Guide. U. of State of New York. Albany, New York, 1976.

Audio Visual Materials:*

Beyond Winning (PCI 4508)*
(See above)

Moment of Decision (AIMS 9600)* 12 mins.
Film examines what motivates four boys to steal or not to steal a car after finding the ignition keys in it.

Social Responsibility: It's My Hobby.* (McG 10666-2-4) 10 mins.
A teen-ager has to choose between his social responsibility and his loyalty to his friend when he learns that his friend is illegally selling pills.

Values Clarification in Counseling* (EM2) 27 mins.
Students learn the valuing process of choosing, prizing, and acting by applying it to their own lives.

Developing Values (GA 102366)* filmstrip

Clarifying Your Values: Guidelines for Living (GUI 2603) filmstrip
The program encourages viewers to define their value systems by analyzing their day-to-day reactions to people and events.

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*Where an asterisk appears, the film may be ordered through the Bronx Center for Career and Occupational Services. Otherwise, the films may be ordered through the Film Distribution Service, Division of Curriculum and Support, New York City Board of Education (BOE).

Learning Package C: Communication

Barker, Larry. Communications Vibrations. Prentice-Hall, Inc., 1974.

Basic Oral Communication Skills: A Program Sequence for Illinois Schools. Illinois State Board of Education, 1981.

Fabun, Don. Communications: The Transfer of Meaning. Glencoe Press, 1968.

Weagraff, Patricia J. and James J. Lynn. Communications at Work. McGraw Hill, 1977.

Audio Visual Materials*

Basic Office Practice and Procedures: Dealing with People. 14 mins. Color Eye Gate, New York, 1972. Human relationships of a messenger in and out of the office.

Person to Person: Making Communication Work for You. 10 mins. Color Business Education Films, New York, 1971. Non-verbal communication including body language, facial expression, eye contact and enthusiasm thru body movement.

Learning Package D: Decision-Making

Adams, Dennis M. Simulation Games: An Approach to Learning. Charles A. Jones Publishing Company. Worthington, Ohio, 1973.

Adkins, Win., ed. Ten Occupational Fields: How do I explore them? (See above)

Adkins, Win., ed. Choosing a Good Job for Myself. (See above)

Audio Visual Materials:

Making it in the World of Work (BOE) color 26 mins.
Nine recent graduates describe the work they are doing, why they chose it, its benefits to them, and their personal goals in relation to it.

*Where an asterisk appears, the film may be ordered through the Bronx Center for Career and Occupational Services. Otherwise, the films may be ordered through the Film Distribution Service, Division of Curriculum and Support, New York City Board of Education (BOE).

Art Careers (BOE) color 30 mins.
Artists talk about beginnings of an artist's career, special demands of various art disciplines, and how the work is marketed.

Is a Career as a Technician for You? (BOE)
Is a Career in Business Administration for You? (BOE)
Is a Career in Electronics Manufacturing for You? (BOE)
Is a Career in Clerical Work for You? (BOE)
Part of a longer series that focuses on people, their career choices, and the various sub-divisions within each career title.

Better Part of Your Life* (UEVA 6971) 17 mins.
Students are urged to choose a career that fits their life-styles, interests and aptitudes since they will be working for the better part of their lives.

Career Decision Making* (EMI) 27 mins.
Career decision-making process shown through a young man who has to make a decision about his career.

Making a Decision is...* (CH 434) 26 mins.
Key considerations in helping to arrive at decisions are explored.

What Will I Do With My Time* (NYL 1) 28 mins.
People in different careers relate how their first career experiences influenced them to make their second career choices. Film tells students to take an inventory early in life and decide what they really want to do.

Learning Package E: Search, Application and Interview

U.S. Department of Labor, Bureau of Labor Statistics. Exploring Careers in the 1980's. New York.
Graphs and lists showing employment rates in different career areas.

U.S. Department of Labor. Career Guidance. A magazine that appears quarterly.

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"The Job Interview and Before." Occupational Outlook Quarterly. U.S. Department of Labor, Spring, 1979.

Guide to Preparing a Resume. New York State Department of Labor.

Wool, John D. How to Write Yourself Up. Frank E. Richards Publishing Co. Inc. A book on writing to give information about yourself in letters, job applications and other forms.

Adkins, Win., ed. Adkins Life Skills Program. "Jobs and Training: Beginning the Search." "Employment Agencies and Personal Contacts." "Choosing a Good Job for Myself." "Planning For Personal Goals." "Developing a Vocational Plan." "Looking Good on Paper." "The Job Interview: How to Be Effective." The Psychological Corporation, New York.

Keefe, John. The Teen-ager and The Interview. Richard Rosen Press, Inc. 1971.

Lynch, Richard L. Getting the Job. McGraw Hill, 1977.

Stone, Elva. How to Get a Job. Beverly Hills: Benziger, Bruce & Glencoe, Inc., 1974.

Audio Visual Materials:

The Search* (GPN 3) 15 mins.
Ways of locating jobs.

Behind Closed Doors* (GPN 4) 15 mins.
Acquaints viewers with the interview process.

Your Job: Finding the Right One* (COR 1839) 12 ½ mins.

Get a Job* (TRU 1) 16 mins.
Importance of the job interview is depicted as several applicants apply for jobs.

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Get That Job: Finding Leads* (COR 3545) 11 mins.
Film illustrates different routes that can be taken for developing job leads--using want ads, college placement bureaus.

Get That Job: Handling the Interview* (COR 3547) 9½ mins.
Importance of preparing for the interview as well as how one conducts himself during the interview.

Get That Job: Line up Your Interview* (COR 3546) 11 mins.
How to organize a resume, choose the right job objective, write an effective introductory letter, get the initial contact.

Good Grooming* (NAC 6) 28 mins.
Treats personal care skills through vignettes, songs and animation.

Learning Package F: Opening Closed Doors

Women and the World of Work. University of Minnesota. College of Education, 1970.

Open Doors. Various materials including bibliographies, newsletters and pamphlets. 200 Madison Avenue, New York City 10016. (212) 561-2002.

Audio Visual Materials:

Minorities* (McG 106907-0) 15 mins.
An interview with a brickmason who has been laid off, this film vividly depicts discrimination in the labor market.

It's a New Day* (SMBC 2) 9 mins.
Special populations actively at work and play.

On Merit* (WG 3) 23 mins.
Film investigates government commitment to the merit system and its effect on employment of minority groups and women.

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Work Prejudice* (BARRA 958) 13 mins.
Film investigates the world of work as it relates to stereotypes, attitudes and jobs.

Why Not a Woman* (NAC 5) 26 mins.
Shows women working successfully in non-traditional jobs.

Learning Package G: Keeping a Job

Adkins, Win., ed. Keeping My Job: Habits That Help. (See above)

Halacy, D.S., Jr. Survival in the World of Work. Charles Scribner's Sons, 1975.

Kimbrell, Grace and Ben S. Vineyard. Succeeding in World of Work. McKnight Publishing Company, 1975.

Stevenson, Gloria. Beginner's Guide to Work. Ohio Bureau of Employment Services, 145 Front Street, P.O. Box 1618, Columbus, Ohio.

Audio Visual Materials:

Keeping Your Job is Work* (DD 2) 12 minutes
Film emphasizes the importance of living up to responsibilities on the job.

Office Practice: Working With Others* (COR 3222) 13 minutes
Ways to achieve good human relations in the office.

How to Lose Your Best Customer--Without Really Trying. New York Telephone Co., 26 mins.
Embarassing situations resulting from mishandled phone calls.

The Paycheck Puzzle. Guidance Associates. (BOE)
Humorous approach to understanding deductions and other hidden parts of a paycheck.

Your First Week on the Job* (GA 101988) filmstrip/cassette

Effective Job Behavior* Videotape
Joe is picked to replace his supervisor. How work habits and attitudes affect job promotion.

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Infusing Career Education into Basic Curriculum

Sample Lesson Plan I

TOPIC: Self-Perception

SUBJECT: English (Language Arts), 9th grade.

AIM: To enable students to tell the difference between image and reality in life and literary selections.

Instructional Objectives: Students will describe the various connotations of self-perception.

Students will describe at least three means by which "character" is perceived.

Students will write a character description that reflects their self-image.

Materials: Student Workbook I, Learning Package A, Self-Image, A selected reading passage from a novel short story assigned in English class. For example, "The Gift of the Magi," by O. Henry or Hemingway's "The Killers," both on the recommended reading list for 9th graders. (Passages should contain reference to qualities and characteristics of the characters, and should stimulate discussion of how these characters appear to each other, the author, and the reader.)

Procedures: Introduce the topic of self-perception by eliciting from students what they think the phrase means. Explore with them each part of the phrase--self, and perception. Discuss with class the difficulties that might arise when two or more people perceive contradictory qualities about the same person. Introduce exercise, "You in the Mirror." Ask students to compare notes about what they found when they looked into the mirror.

Then refer students to "Fact or Fiction?" on page 7. Ask students to complete the exercise which suggests that self-descriptions may differ from descriptions of self by others. Discuss findings in small groups or a whole class.

Distribute selected reading passages and ask students to read them with an eye toward discerning who the characters <u>really</u> are.

Ask students to fill our "Fact or Fiction" worksheet on one of the characters in reading passage.
Ask them to substitute the name of a character in place of "you." Substitute the author, or another character for the phrase "Description by Friend."

Compare notes regarding descriptions. Discuss how a writer can manipulate a character so that he or she reflects particular traits when clothing, language patterns, posture and content of dialogue are described.

Ask students to write a passage in which they project their own persona, using clothing, language patterns, content of dialogue and posture. Collect the writing samples and read to determine whether students can demonstrate an understanding of their own image.

Infusing Career Education into Basic Curriculum

Sample Lesson Plan II

TOPIC: Choosing a Career

SUBJECT: Social Studies 11th grade (American Studies)

SKILL: Locating Information--using reference sources, extracting specific information, interpreting complex charts

AIM: To enable students to understand an efficient, reliable process for selecting possible careers.

Instructional Objectives: Students will be able to tell three sources of information about various jobs (Occupational Outlook Handbook, The National Career Directory and The Encyclopedia of Careers).

Students will be able to recount a workable process for selecting possible careers that includes a review of one's interests, abilities, work environment preferences, geographical preference, and future forecast.

Students will be able to cite specific careers listed in the Occupational Outlook Handbook and list the characteristics of individuals interested in those careers.

Materials: Occupational Outlook Handbook, The National Career Directory, and The Enclyclopedia of Careers. Student Workbook II GETTING YOUR FOOT IN THE DOOR.

Procedures: Ask students who among them has made up his or her mind about a career choice. Ask those who respond affirmatively how they made the decision. List on the board those factors contributing to their decision as they tell them: interest, work environment, ability, past experience, etc. Ask other students how they plan to decide their choice of career. Place their responses in order on the board. Responses might include reading about careers, asking people, examining who they are, etc.
Introduce and distribute reference books, xerox copies of pertinent pages and charts. Review pages 78-80 in Students Workbook.

Break class into two groups--those who know what they want to do, and those who don't. Ask the first group to find out everything they can about the careers they have chosen. Ask the second group to identify individual choices (tentative) of careers and a) find out everything about the career and b) determine whether they have the interest, ability, etc. to pursue the career. Ask the first group to re-evaluate their choices of careers in light of the new information.
Ask group to share what they have discovered.

Ask the two groups to come together and report to the other group its findings. Emphasize importance of sources of information.

Ask students to write down the necessary steps in order to begin to narrow down the selection of a career. Then ask them to write down their tentative choice for a career, how they arrived at that choice, factors influencing the making of that decision and why they think they will be satisfied with this choice.

Read each response in order to determine whether students demonstrate their understanding of the career choice and how to use career information resources.

Homework:

Select individuals prominent in the period students are currently studying such as Andrew Jackson, Henry Clay, Sojourner Truth, Abigail Adams, etc. and ask students to write a career plan for one of them, assuming they would be alive today. Ask them to use their knowledge of the individual, the resource books and their common sense to write the plan.

	Language Arts	Social Studies	Science	Mathematics	Health	Business Subjects
Learning Package A	Self Inventory, page 14 (Vocabulary) Image Evaluation, page 18 (Vocabulary) Dear Savvy, Advice to a pessimist, page 36 (letter writing)	Dear Savvy, A Positive Note, page 37 (American History)	Your Intellectual Profile, pages 31, 32 (Brain Development Theory)	How do you value this, page 54 (fractions)	Entire package retake to existing Health Curriculum, knowing yourself and others.	
Learning Package B	Vocabulary of Values, page 51 Expressing your values page 56 Recognizing Personal Values page 59 (Simple reading for details) What would you do if . . . pages 68-72 (reading & writing exercises) My page 73 (essay)	Values Clarifications Theory (Sociology, Psychology)	Expressing your values pages 51-59 (Psychology, biology, objective behavior)			
Learning Package C	Vocabulary of Communication page 3 Telephone Exercises, pages 6-11 (oral fluency) Expressing your feelings, page 22 (essay) Expressing your feelings, page 24 (Dialogue writing) Checklist for the art of communication, page 37	Schooling Leads to Careers, page 67	Telephone exercises pages 6-11 (Tie in with the physical properties of the telephone, theory of transmission of sound) Hidden agenda, pages 31-33 (Psychology, behavioral theories Personal Confrontation, page 34 Psychology, inter-personal relations) Schooling Leads to Careers, page 67.	On-the-job communication page 28 (Interpreting charts, percentages) Schooling Leads to Careers, page 67	Schooling Leads to success page 67	Schooling Leads to Careers, page 67
Learning Package D	What would you do if. . . pages 51-55 Keep in mind page 57 (writing exercise) Your job decision page 63 (writing exercise)	Gathering more information pages 65-69,78-80 (Interpreting charts, graphs, tables, economics (labor) Blue collar vs. white collar, page 70 (economics (labor))		Gathering Information pages 65-69,78-80 (Interpreting and formulating graphs and charts showing numerical relationships)		

	Language Arts	Social Studies	Science	Mathematics	Health	Business Subjects
Learning Package E	Job hunting ESP, pages 4-5 (reading) How to Find a Job: 12 strategies for success, pages 12-16 (reading) Reading between the lines, pages 19-28 (Reading comprehension & vocabulary encoding and decoding) Application Process pages 30-60 (writing) Job interviews (speaking, listening)	The job search, surveying the market, pages 7-16 (economics: business, industry, production, distribution, services)	Want ads, pages 19-28 (Investigate jobs in the science & technology field)	Metroguide, page 11 Want-ads, pages 19-28 Investigate jobs requiring mathematics background)	Negative factors During Employment Interview, page 88 (personal appearance, attitude)	All aspects of this package are appropriate for study in business education courses. See especially: Your first job, page 8 How to find a job, page 12-16 Want ads, page 19-28
Learning Package F	Mistakes minority Job-seakers should avoid, page 10 (reading) A positive payoff, page 22 Sex role sterotyping pages 24-26 (reading)	A look at the facts pages 6-7 American history and government: race and ethnicity in America, human rights and legal rights The Bitter pages 8-9 Interpreting graphics Legal rights, how can the law help pages 12-15	Research on the following scientists: Charles Dow, Percy L. Julion, Jane C. Wright, Erico Fermi, Robert Oppenheimer, Jonas Salk	Facts about men and women pages 30-34 (Percentage problems, estimation, graphing, make-up math problems based on given information		
Learning Package G	On-the-job vocabulary, page 49 Judge for yourself, pages 54-57 (Reading) Dear Savvy, page 63 (letter writing) Attitude crossword puzzle, page 78-79 (vocabulary and spelling) My Success Protocal, p. 84 (essay) The connection between school and work, p. 88	Understanding Pre-judgement, page 82 (the nature of prejudice) Personal Contract, p. 86 (the nature of contracts in law) The economics of working, page 94 The connection between School and work, page 88.	The connection between school and work, p. 90, 93	The connection between school and work, page 89 The economics of working. page 92.	The connection between school and work, page 92	The connection between school and work, page 89

GETTING YOUR FOOT IN THE DOOR

Employability Skills Student Workbooks

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